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ABSTRACT

This Exemplary Activities Handbook for kindergarten is one of nine booklets that organize career education activities around subject matter areas. (There is one booklet each for grades K-6, one for grades 7-9, and one for grades 10-12.) The booklet is organized around these subject matter areas: Fine Arts, Guidance, Health and Physical Education, Language Arts, Mathematics, Science, and Social Studies. Each subject matter area is divided into four sections in which activities are arranged according to the four Missouri Career Education Delivery System learning areas: Self Knowledge; Life Roles, Settings, and Events; Life Planning; and Academic and Vocational Skills. Activities, correlated to four goals within each learning area, are briefly described, and necessary information, lists, forms, etc., are provided. Four appendixes provide complete lists of teaching points for the goals in each learning area. (YLB)

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MISSOURI CAREER EDUCATION
EXEMPLARY CLASSROOM ACTIVITIES
FOR
KINDERGARTEN

DEPARTMENT OF ELEMENTARY AND SECONDARY EDUCATION

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INTRODUCTION

WHAT IS THIS?

From 1973 to the present, local school districts have been developing career education curriculum guides as a result of the Mini-Grant Award Program. It is from these locally developed career education curriculum guides that these activities have been taken. Almost all of these guides were organized around grade levels; very few were organized around subject matter areas. As more school districts became involved in career education and as the pre-service activities for teachers and counselors increased, there emerged a growing need to identify exemplary career education activities and to organize them around subject matter areas. This document seeks to meet that need. Such organization of career education activities allows for direct use in the classroom through infusion techniques. It will also assist instructors at the college level in adapting career education concepts to pre-service methods. *The above material is taken from the Missouri Career Education Curriculum Guide Project abstract.*

HOW DO I USE IT?

There is one booklet for each grade K-6. There is also a booklet for grades 7-9 and another for grades 10-12. Each booklet is organized around subject matter areas.

Each subject matter area is divided into four sections. The activities have been arranged according to the four Mo. C.E.D.S. (*Missouri Career Education Delivery System)* learning areas:

SELF KNOWLEDGE
LIFE ROLES, SETTINGS AND EVENTS
LIFE PLANNING
ACADEMIC AND VOCATIONAL SKILLS

WHAT IS IN EACH LEARNING AREA?

SELF KNOWLEDGE
(LEARNING AREA ONE)

Goal 1.1	The students will be able to develop friendships.
Goal 1.2	The students will relate the effects of their personal characteristics on their interpersonal relationships.
Goal 1.3	The students will be able to communicate openly with others.
Goal 1.4	The students will know the necessity of being able to function in a variety of situations.

For a complete list of SELF KNOWLEDGE teaching points, see Appendix A.

LIFE ROLES, SETTINGS AND EVENTS
(LEARNING AREA TWO)

Goal 2.1	The students will relate occupations to the needs and functions of society.
Goal 2.2	The students will know the interrelationship of their roles as workers, family members and citizens.
Goal 2.3	The students will be able to identify the function of leisure time in their lives.
Goal 2.4	The students will know the characteristics of various occupations.

For a complete list of LIFE ROLES, SETTINGS AND EVENTS teaching points, see Appendix B.

LIFE PLANNING

(LEARNING AREA THREE)

Goal 3.1	The students will be able to make effective decisions.
Goal 3.2	The students will relate present planning to future outcomes.
Goal 3.3	The students will recognize the need for flexibility in planning.
Goal 3.4	The students will assume the responsibility for their own planning.

For a complete list of LIFE PLANNING teaching points, see Appendix C.

ACADEMIC AND VOCATIONAL SKILLS

(LEARNING AREA FOUR)

Goal 4.1	The students will be able to function to their capacities in school subjects.
Goal 4.2	The students will be able to apply basic academic skills to daily living tasks.
Goal 4.3	The students will know the prerequisites of a variety of occupations.
Goal 4.4	The students will demonstrate an ability in pre-employment skills.

For a complete list of ACADEMIC AND VOCATIONAL SKILLS teaching points, see Appendix D.

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FINE ARTS ACTIVITIES

Notes

I. Self Knowledge

Self Knowledge

1. Prepare a booklet cover titled Things We Share. Have each student draw a picture of something he or she shares. As they are working, use a felt-tipped pen to write on each student's paper the caption he or she dictates. Then have a large sharing circle where each student gets a turn to describe his or her picture.

   Put these into a booklet fastened with brads, rings or yarn. Display it on the chalk tray.

   Goal 1.1

2. Here is another idea for a booklet to which all students contribute. Have the students draw pictures of friends doing something together. Again, caption or help students caption the drawings. Put these into a booklet titled Friends. Add it to the chalk tray collection.

   Goal 1.1

3. From magazines have students cut pictures of children most like themselves and least like themselves. Then have the students sit in small sharing circles to explain their choices.

   At another time, have the students arrange themselves in groups according to similar physical traits:
   --teeth missing
   --blue eyes
   --brown eyes
   --curly hair
   --straight hair
   --long hair
   --short hair

   Goal 1.2

4. Have each student make a booklet called Picture Book About Me. This can include drawings of favorite foods and games, home, family and other important data.

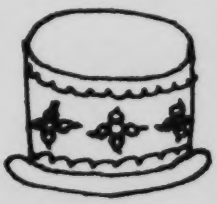
   Goal 1.2

5. Here is yet another booklet idea which is a bit more structured than the previous one. It is called All About Me and can be assembled before distribution. Each page consists of duplicated text and space for the student to make an illustration.

   Page 1. My name is _____.
   Here I am.

   Page 2. My eyes are...

   Goal 1.2

Notes	
Self Knowledge	Page 3. My favorite color is...
	Page 4. My favorite pet is...
	Page 5. This is my right hand. I use my right hand every day at school, at home and at play.
	Page 6. This is my left hand. I'm glad I have a left hand, too. With two hands there is so much I can do!
	Page 7. I am _____ years old. 
Goal 1.2	6. The student will cut a copy of a birthday cake from construction paper. Tell each student his or her birth date as you write it on the cake. After the students can tell you their birthdays on three separate occasions, they may place their own cakes on a bulletin board captioned I Know My Birthday.
Goal 1.2	7. Have the class collaborate to make a scrapbook of homes and families. They will use magazine pictures for this. They can sort and paste their pictures on either of two blank sheets of poster paper: one captioned Homes; and the other, Families.
Goal 1.2	8. Have each student make a model of himself or herself using modeling clay.
Goal 1.2	9. Use a desk lamp, a white crayon and black paper taped to the wall to draw a silhouette of each youngster on black paper. Have the student cut it out and paste it on white paper. Point out that we are all different and that is good.

10. Use paper plates and collage materials to have each student recreate his or her own material.	Notes Self Knowledge Goal 1.2
11. Have each student make a booklet titled <u>My Favorite Things</u>. Use a "dittoed" page for each of the following: --My favorite color is_____. Here is something this color. --My favorite food is_____. Here is a picture of it. --My favorite animal is_____. Here is a picture of it. --My favorite song is_____. Here is a picture to show how it makes me feel. --Here is my favorite flower. --Here are my favorite clothes.	Goal 1.2
12. Let the students make a mural using hand or foot prints. They can trace or actually print their hands and feet on the paper. A tree with hand prints for autumn leaves would be appropriate for fall. Point out that we are alike in some respects and different in others.	Goal 1.2

Notes	
Self Knowledge Goal 1.3	13. Present the idea that flowers are sometimes used to show feelings on these occasions: --Mother's Day --Valentine's Day --weddings --funerals --birthdays --birth of a baby --illness Ask students to think of someone to whom they would like to send flowers. Have them draw and color a picture of flowers, caption it and give it to the appropriate person. You may want to ask a florist to come and explain the "language of flowers" - what flowers communicate or formerly communicated in the olden days.
Goal 1.3	14. Have each student make a paper bag puppet to represent himself or herself. They can use yarn or crepe paper for hair. Then ask students to get into small groups and have their puppets explain how they feel about one of the following: --school --family --brothers and sisters --divorce --fighting --neighbors Some of these topics may be considered too high-risk for children to simply talk about. But using puppets or having a student role play to express feelings, adds an element of safety to high-risk topics.
Goal 1.3	15. Have each student make a happy-sad face from two small paper plates or circles. Paste them back to back on a pencil or tongue depressor. Ask questions and have students respond by showing the face that expresses their feelings about: --when someone says your work was good. --when you first get up. --when you get scolded. --when you finish picking up your toys. --when you get your coat buttoned. --when someone says you look nice. --when you hang up your coat. --when Mother lets you set the table. --when you finish your share of doing the dishes.

16. Have each student draw a picture showing the funniest, scariest, happiest or saddest thing he or she has ever seen. Have everyone draw on the same theme. Arrange students in small groups (sharing circles). Have them take turns explaining their pictures to one another.

17. Have students collaborate to make a booklet called Oh Me, Oh My: A Book of Worries. Have each student draw a picture of something that worries him or her.

    Later, have students share their pictures in small sharing circles. Ask them to find out if anyone else worries about the same thing. Process the activity by arranging the class in one large circle. Have them take turns making "I learned..." statements (about this activity).

> It would be impossible for the educator to help each student deal with his or her anxieties individually at this time. We want mainly for students to:
> --pinpoint a cause of anxiety.
> --label a cause of anxiety.
> --become aware of the fact that everyone is anxious about something.
> Sometimes the knowledge that everybody worries helps us worry less about what is worrying us!
>
> Where appropriate, the educator can say, "I worried about that when I was your age, too."

Notes

Self Knowledge

Goal 1.3

Goal 1.4

Notes	II. Life Roles, Settings and Events
Life Roles, Settings and Events Goal 2.1	18. Talk about the value of gardens. Have students cut pictures from seed catalogs to make a bulletin board, mural or scrap books. Divide it into two categories: Decorative Plants and Edible Plants.
Goal 2.1	19. Have students paint a garden on the windows. Outline stems and leaves with crayons and then have them paint in the flowers. Invite a florist to talk about growing, shipping and delivering flowers. You might also ask a garden club member to give a demonstration on flower arranging or to talk about hobby clubs.
Goal 2.2	20. Have students cut out an outline of a house. They will write their addresses on the front. On the back they will glue wooden spoons to represent their family members. Arrange the students in small sharing circles so they can name their family members for each other.
Goal 2.2	21. Have students improvise words and actions to the tune of "Here We Go 'Round the Mulberry Bush", depicting work they do at home. Then repeat on another day but have them depict work they do at school. "This is the way we wash the car, Wash the car, wash the car, This is the way we wash the car, To get the mud and dirt off."
Goal 2.3	22. Survey parents to discover those who have hobbies related to arts, crafts and music. Ask them to come to school to demonstrate their hobbies. Ask them to try to trace their particular hobbies back to their childhood days when possible. Ask them to tell how they "got into" their hobbies.
Goal 2.4	23. Survey parents to discover which ones work in the community. Invite several of them to explain their tasks, work settings and results of their efforts to the students.

III. Life Planning	Notes
24. Have students draw pictures of the most beautiful, most frightening or the funniest things they have ever seen. Have them all draw on the same theme. Then arrange them in small sharing circles to explain their pictures. Point out that we often differ in what each of us considers beautiful, frightening or funny.	Life Planning Goal 3.1
25. Early in the year have students prepare booklets of things they want to be able to do by the end of the year. They can be titled My Happy Book. On the last day of school, have students check those goals which they have accomplished.	Goal 3.2
26. Adjusting to school is an important task of the kindergartner. Adjusting to a new situation is a valuable skill we will use all our lives. All the time spent helping students learn the routine can have long-range benefits for them. We need to bring in adults to speak about routines. Parents can talk about routines they learned for new jobs or positions. Ask them to speak about specific situations in which learning a routine helped them to adjust. Then tell the students that going to school is their job. Ask them to think through the daily schedule and list the things they do every day at about the same time. Tell them this is what the word routine means.	Goal 3.3
27. Students need to be able to plan the use of some free time every day. Continue letting them do this, but have them make a commitment ahead of time for specific materials and/or art activities. Explain all the choices they have. (Be sure to have a variety and enough for all.) Set up a few guidelines for behavior and responsibility. Increase the time as the students show they are ready for longer blocks of time. You may want to record their choices on a large chart to inspire them.	Goal 3.4

Notes	IV. Academic and Vocational Skills
Academic and Vocational Skills Goal 4.1	28. Music provides an excellent opportunity to point out the value of both listening and practicing. Tell this to students each time you teach them a new song. Tape record a new song as they sing it for one of the first times. Practice it each day. Then tape it several days later. Play both recordings of the students' singing of the song. Ask them to compare. Then ask students to draw pictures of a thing they learned to do by practicing. Put these into a booklet called Practice Makes Perfect or a title they suggest. Display the booklet on the chalk tray with the other "great books" the students have put together.
Goal 4.1	29. Help students organize a rhythm band. Help them to listen to and "pick up" the rhythm of recorded instrumental songs. Begin with simple duple meter songs. Then try something in 3/4 time. Let students take turns being the "conductors." Perhaps you can borrow a conducting baton from the instrumental music teacher. Better yet, have the music teacher bring the conducting baton to the class and talk about the life style of a music teacher.
Goal 4.1	30. Provide each student with two sticks or pencils to be tapped together to produce rhythmic sounds. Then have them add their own walking or marching rhythms. You could also have students volunteer to demonstrate their own interpretations of the rhythms of recorded music. Point out the importance of listening to hear the music.
Goal 4.2	31. Ask students to divide into small groups and to dramatize a play situation where a ball rolls into the street. Then introduce yellow, red and green traffic lights.
Goal 4.4	32. Divide the students into groups with no more than seven in a group. Draw a design on the chalkboard. Each group will have a long piece of yarn. They are to place their yarn in the same design as on the chalkboard. Everyone must cooperate. Point out straight and curved lines.

33. Divide the class into groups. Each group will plan a short familiar story to depict in pictures. Let each student decide which part of the story he or she wants to depict and have him or her draw a picture. Tape all the sections together. Put the taped pictures on the roll and make a TV set from a cardboard box. Each student can tell his or her part of the story as the show is presented.

    The objective is for each student to be able to recognize individual efforts in group accomplishments.

Notes

Academic and Vocational Skills

Goal 4.4

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GUIDANCE ACTIVITIES

Notes

I. Self Knowledge

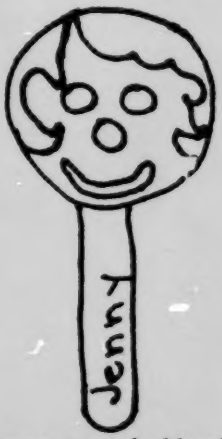
Self Knowledge

1. After a brief discussion of the word helpful, divide the students into small groups. Ask them to pretend there is a situation where new neighbors are moving into the apartment or house next door. Have them suggest ways in which we can be helpful to new neighbors moving in. Have each group divide itself into the new family and the old family and prepare a role play. Let each group present its role play for the rest of the class.

Goal 1.1

2. Have each student make a lollipop puppet of a friend. Let them write the friend's name on the stick.

Goal 1.1



If you display these on a bulletin board, be sure each student is represented.

3. Ask students to help explain the meaning of the following:
--being a good neighbor
--fun to be with
--interested in what I have to say
--helps me

Then divide students into small groups to role play a cat in a tree or a lost dog. Have them include the above four ideas in their role plays.

Goal 1.1

4. Play a game of riddles to help students focus on the strengths of one another. A person is "IT". He or she says something positive about a fellow classmate. The others try to guess who the positive statement describes. The student who guesses is next to become "IT".

Goal 1.1

This game may work best if the large group is subdivided into smaller ones.

Notes	
Self Knowledge Goal 1.2	5. Have the students make individual booklets called My Favorite Things. Each page can illustrate such things as a food, toy, friend, game, relative, color or television program. Arrange the students in small groups seated on the floor (sharing circles). They will use their completed booklets to explain their favorite things to one another. Process the activity by asking students if there were any pages they wanted to change after hearing about the choices made by other people. If so, they may make the changes on their booklet pages. Tell them that this frequently happens. That's okay if it is a change made to please ourselves, rather than someone else.
Goal 1.2	6. Have students prepare illustrations for a class booklet called Things That Make Us Happy. Arrange the students in small sharing circles to take turns explaining their drawings to one another. Assemble all the pictures in a booklet which can be added to the chalk tray collection.
Goal 1.2	7. Have students draw their bodies by lying on heavy brown paper and having other students draw around them. These can be colored and cut out. Make a display so that the students can see themselves as others see them.
Goal 1.2	8. Place a mirror in the bottom of a can or box. Label the container: "This container contains a very special and important, one-of-a-kind animal. Please be careful as you remove the lid so that it does not escape."
Goal 1.3	9. Tell the students how important it is for us to be able to tell how we feel. Ask them to suggest feeling words as you write them on the chalkboard. Then let students take turns using a feeling word on the chalkboard to complete the sentence, "I feel..."
Goal 1.3	10. Ask students to help you prepare a list of things that help start fights and quarrels. Then ask students to help you list things which help stop fights and quarrels.

11. Together with the students prepare a story titled "What is a Smile?" Process the activity by asking: --What do smiles do for other people? --What do smiles do for you? --When does your mother smile? --When does your father smile? --When do you smile? --When does your teacher smile?	Notes Self Knowledge Goal 1.3
12. Have students fold a piece of paper in quarters. In each part they can draw a face to represent happy, sad, disappointed or surprised.	Goal 1.3
13. Divide the class into two teams. Have each team take turns pantomiming feelings such as happiness, sadness, anger, fear, joy, pain and panic. The other team guesses the feeling being pantomimed.	Goal 1.3
14. Discuss or pantomime the following questions with the students. How would you feel if: --I hand you an ice cream? --I hand you a snake? --I hand you a dollar? --I ride your bike? --you hit a home run? --you couldn't go to a movie? --I gave you a box and you didn't know what's in it? --you must go to bed? --you miss dinner? --you miss a party because you are sick? --you get a new toy?	Goal 1.3

Notes	II. Life Roles, Settings and Events
Life Roles, Settings and Events Goal 2.1	15. Invite students' parents or other community workers to tell about their work. Ask the speakers to focus on how their work affects their family life. You may want to introduce the students to the term **life style**.
Goal 2.2	16. Make a Room Helper chart. Use drawings to help illustrate. Allow students to choose a job for the week. Explain the procedure for each job and why it is important. Have the student initial the job he or she chooses.
Goal 2.2	17. Have the students prepare a bulletin board display of jobs done in the home. The students decide if the job can be done by the mother, the father, the children or by everyone. (Be careful of sex-role stereotyping.) Label each picture accordingly. Discuss factors which might alter the performance of household jobs in their homes (Mother gets sick so the children and Dad fold the clothes).
Goal 2.2	18. Use the chalkboard to list rules the students have in their families. Then go through the list and decide to whom each rule applies and why. Attempt to connect rules, reasons and ages of people.
Goal 2.3	19. Invite parents to come to explain their hobbies and to name occupations related to the hobby.
Goal 2.3	20. Have the students pantomime their favorite games or leisure activities. The rest of the students can guess what each is.
Goal 2.3	21. Make a class picture dictionary showing ways that families have fun together. The students can use pictures they have cut from magazines.
Goal 2.3	22. Have the students paint a mural, the theme of which is Friends Have Fun.
Goal 2.4	23. Ask each student to interview an adult in his or her home or neighborhood to find out his or her occupation and why he or she chose it. Then make a tape recording of the information students gathered.

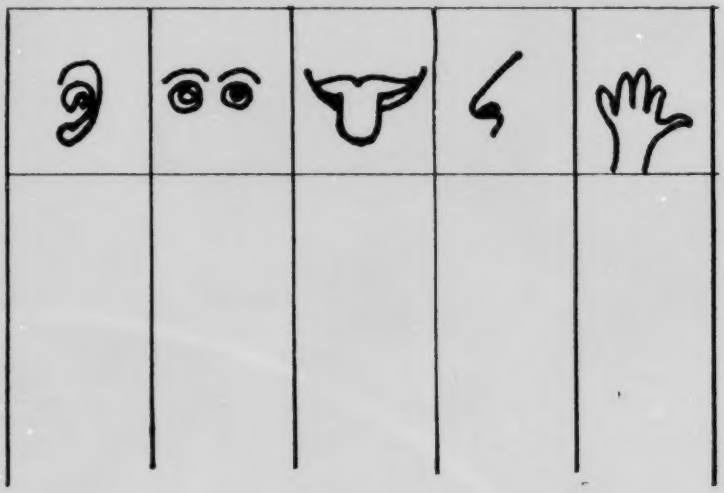
III. Life Planning

Notes

Life Planning

24. Post a mural paper divided into five categories. In each one paste or draw a picture to represent one of the five senses. Tell them we use our five senses to gather information and make decisions.

Goal 3.1



Then ask students to find magazine pictures of things we can hear, see, taste, smell and touch. They should paste their pictures under the appropriate headings.

25. Pass a tray of objects around the room. Remove it. Have students try to recall what is on the tray. Circulate the tray again. Remove an object. Ask students to tell what has been removed.

Goal 3.1

26. Arrange the students in small groups. Have them take turns completing one of the following sentences:
--On Saturdays I like to...
--I am best at...
--I'm happy when...
--I like to work at...

Goal 3.1

27. Have the students draw pictures of the pets they would choose if they could have anything they wanted. Have each student tell what he or she would choose and why.

Goal 3.1

Notes Life Planning Goal 3.1	28. Ask the students to raise their hands to respond to some choosing questions. Would you rather: --make your own lunch or shovel snow? --listen to a story or tell a story? --watch television or wash the car? --work with clay or sew? --pound nails or weave?
Goal 3.1	29. Present a list of choices for free time. Include clay, blocks, crayons, cut-and-paste and library books. Divide the students into pairs. Have each pair decide which activity it wants to do. Both members must do the same thing. Repeat the activity in a week or so, but put three students in each group. Repeat it at a later date but with four students in a group.
Goal 3.2	30. Have each student make an I can booklet. They will add a page as a certain skill is mastered. Duplicate one sentence on each page. Use these or others of your own: --I can paint. --I can color. --I can jump. --I can turn a somersault. --I can print my name. --I can name the colors. --I can count to ___. If appropriate, have them trace over the printing with their pencils after they draw and color the picture.
Goal 3.2	31. Have students find magazine pictures showing something that they would like to do when they are older. Have them paste these on a chart captioned Things We Want to Learn.
Goal 3.2	32. Designate a helper for specific classroom maintenance responsibilities such as watering plants, feeding gerbils and passing out papers. Take turns so all students have the opportunity to be responsible. Make a chart giving a picture to represent the responsibility and space for the student's name beside it. It is very important that you demonstrate and explain all the tasks involved with each responsibility so all students have an equal chance to succeed. This procedure can be used all year.

33. At the beginning of the year have the students draw a picture of an occupation that interests them. Then save the papers. Then repeat the drawing activity at the end of the year. Have the students compare the two pictures. Note any changes and ask the students to try to think of why they changed their minds.

Notes

Life Planning

Goal 3.3

Notes	IV. Academic and Vocational Skills
Academic and Vocational Skills 4.1	34. When you are talking about the importance of listening, tell the students that there will be times when they must stop their activities and listen for further instructions. Decide on a signal: a chord on the piano, a bell, a verbal instruction or a few hand clasps. Then practice it several times throughout the course of the day. Introduce other commonly heard sounds. Ask students to try to interpret the meaning of each and the setting in which it might be heard. --a siren --a police officer's whistle --a starting gun --an indoor school bell --a factory whistle --an outdoor school bell --a conductor's baton tapping --a scream --a train whistle --a referee's whistle --a buzzing alarm clock --a doorbell --a stove timer buzzing --fire drill signal Perhaps you will want to let the students paint pictures to music to have them focus on the task of interpreting sounds.
Goal 4.2	35. Do all you can to help students associate reading with pleasure. When the students go to the library ask the librarian to tell about his or her favorite children's books. Invite several other adults to come to the class and, possibly, to bring a copy of their favorite children's books. Be sure to tell the students about <u>your</u> favorite. Read it to them!
Goal 4.4	36. Instead of having classroom maintenance tasks done by individual students, they could be done by groups of students. This has the potential for slightly more chaos while students decide on a routine or schedule for sharing the responsibilities. But it will give them relevant practice in organizing a group project and in getting along with each other. There are many other opportunities for students to practice group work skills. Let them do such things as arranging the classroom layout, decorating bulletin boards and taping up displays of their work.

		Notes
37.	Before a class party, present some table manners. --Hold the spoon correctly. --Keep elbows off the table. --Chew with mouth closed. --Don't talk with food in mouth. --Don't wash down food.	Academic and Vocational Skills Goal 4.4
38.	Ask the students to name things they have learned to do at the age of five that they could not do at the age of four. As each youngster tells what he or she has learned, ask who helped him or her learn to do it. Ask if this person had any helpful suggestions. Summarize the experience by telling students that it is good to be able to accept suggestions. This is one thing that helps us learn and get better at something.	Goal 4.4
39.	Ask the students to think of a new task they would like to try in the home that they do not usually perform. Prepare a duplicated letter to send home asking parents' cooperation. Fill in a blank for each student's particular task. Ask that students be able to try the task for a week. Explain also that the students need to be aware of the fact that helpful suggestions are very valuable in learning new things. After a week ask the students such things as: --Were you able to do your task immediately? --How did you learn? --Did anyone give you suggestions? --Who? --What were the suggestions? --Did they help you?	Goal 4.4
40.	Set aside one half of a day for everyone to be polite and courteous. Then use the other half for everyone to be rude. Talk about the difference. Include feelings, confusion (or lack of it), safety and smooth functioning that comes from explaining expectations, plans and schedules.	Goal 4.4
41.	Develop rules with the students. Explain them and call attention to those who abide by them. At the end of a week each student should be able to recite at least three of them. --Be a good listener. --Raise your hand to talk. --Take turns and share. --Use equipment carefully. --Be on time. --Be a good housekeeper. --Walk quietly in the hall.	Goal 4.4

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HEALTH AND PHYSICAL EDUCATION ACTIVITIES

Notes

I. Self Knowledge

Self Knowledge

1. The students play the game Bounce the Ball. The teacher stands in the middle of the circle and bounces a large rubber ball and says, "I bounce the ball to _____" (giving the full name of a student). The student catches the ball then bounces it back to the teacher, saying, "I bounce it back to Ms. _____." The students take turns standing in the middle of the circle once they understand how the game is played.

   Goal 1.1

   Tell the students that people like to be called by name. Remembering peoples' names helps make us friends. When we are introduced to someone new, we can remember his or her name longer if we say that person's name right away. For example, "Hello, Jim," instead of just "Hello."

2. Sit with the students in a circle on the floor. Ask them to think about people they like. Then ask them to suggest things which make people likeable. With a felt-tipped pen write each suggestion on a strip of paper. Then have the students help you sort these. Paste them on a bulletin board or poster paper:

   Goal 1.1

THINGS PEOPLE LIKE	
Things We Say	Things We Do

3. Play the game Who is Missing? The students cover their eyes. The teacher taps one to leave the circle to hide. The other students look around the circle to see who is missing. As the game progresses, choose two or three students to leave the circle.

   Goal 1.1

4. Describe a student in the class. Begin with two physical characteristics and then add a personality characteristic. (Be positive in the description.) Allow the students to describe other class members using the same pattern which has been established.

   Goal 1.1

Notes	
Self Knowledge Goal 1.1	5. Supply the class with old magazines and catalogs and have them cut out all smiling faces. They will paste these faces on a piece of mural paper captioned How Does a Smile Make You Feel? This can be an on-going spare time activity. The topic can be changed to a frown for another activity.
Goal 1.2	6. Have all students sit in the center of the room. The teacher says, "All boys go to the left; all girls go to the right." Then have all return to the middle of the room. The students can be divided by: --height --hair color --eye color --clothing colors
Goal 1.2	7. As the students sit in a circle, describe one of the group. When the student hears his or her own description, he or she raises a hand to show it.
Goal 1.2	8. Have the students draw self-portraits. The students will describe their portraits to the class and explain the colors used and the facial expressions depicted.
Goal 1.2	9. Place a full-length mirror in an accessible location. One at a time, the students are to stand before the mirror and look for something they like about themselves.
Goal 1.2	10. The class will play Who Am I? A student gives clues about another student and the others guess who it is.
Goal 1.2	11. Have students color self- portraits. They should put their names on the backs of the papers, rather than on the front. Post these on a bulletin board captioned Who Am I? The students can write their guesses on small slips of paper and pin them under the corresponding portraits.
Goal 1.2	12. The students will identify body parts by playing Hokey Pokey.
Goal 1.2	13. Play the game, Here!. Tell the students to point to each thing and shout "Here!" as you ask about it. --Where is your head? --Where are your feet? --Where is your hand? --Where is your stomach? --Where am I? --Where is the floor? --Where is the ceiling? --Where is the wall? --Where is your ear? --Where is your shoulder? --Where is your head? Shake it. Move your feet. Clap your hands.

		Notes
14.	Explain that the body is a rhythm instrument. The voice makes noise. Is there any other part of the body that can make noise? As you name a part of the body, have the students make a noise with it: --fingers: snapping --tongue: clicking --teeth: clicking --nose: breathing loudly --mouth: whistling, doing a raspberry --hands: clapping, slapping, hitting stomach, rubbing hands together	Self Knowledge Goal 1.2
15.	For a warmup, have the students find their own spaces. Have them move with different parts of their body "stuck". --Feet and one hand stuck --Feet and two hands stuck --Bottom stuck --Whole body stuck Then have them imagine the sun is melting the whole body to make it unstuck. Have the students move to music, at first in a sitting position. Then have them move to music standing and in pairs. Have them move toward and away from each other.	Goal 1.2
16.	Direct the students to feel the appropriate muscles of their bodies as they: --walk --talk --balance --do knee bends --"make" the traditional "biceps" muscle	Goal 1.2
17.	In front of a full-length mirror, have a group of children sit; two on chairs and two or three standing. Ask the group to look in the mirror and lead them to tell what they see that makes them all look alike.	Goal 1.2
18.	Play the game Busy Bee. After the students are able to name and locate their various body parts, they are ready to play the game. Partners sit on the floor facing each other with feet touching. The teacher gives commands for the students to follow: back-to-back, head-to-head, hand-to-hand and so on. When you call out, "Busy Bee," the students change partners.	Goal 1.2
19.	Have the students try to match their fellow students' baby pictures and current pictures. Put this on a bulletin board along with a display of their old toys and outgrown baby clothes. Caption the bulletin board My, How You've Changed!	Goal 1.2

Notes	
Self Knowledge	
Goal 1.2	20. Make a large giraffe out of orange paper. Use neck of giraffe for growth chart and measure each student at regular intervals. Let the student figure growth over a period of time and discuss how children grow at their own rate.
Goal 1.2	21. Let the students bring different foods they like from home. These should be listed so there is variety. Have a tasting party. Then have each student paint a picture of his or her favorite food on a mural captioned Our Favorite Foods.
Goal 1.3	22. Play recorded music that expresses a mood: happy, sad or excited. Let the students respond with body movement.
Goal 1.3	23. Have groups of students role play to explore their feelings and to express them. Here are some topics: --A new baby in the home --Illness in the family --Moving to a new neighborhood --Death of a family member --Death of a pet --Being lost --Feeling left out --Something that worries me
Goal 1.3	24. Have students cut, paste and classify pictures reflecting happiness, sadness, fear and surprise.

FEELINGS			
Happy	Sad	Afraid	Surprised

Goal 1.3	25. On a circle of paper draw a smiling face. On another circle draw a frowning face. Staple the upper edges so the student's hand may fit between them. Have the students show the appropriate face to respond to questions such as: --How did you feel when you got up this morning? --How do you feel when someone pushes you? --How do you feel when someone calls you an ugly name?

		Notes
26.	Show students how to set a table correctly. With the actual table they can role play "good" and "bad" manners and discuss the effect on others and self of each. Help students list situations where manners are important to one's image.	Self Knowledge Goal 1.4
27.	Display pictures of a school nurse and discuss the duties of such a person. Explain the procedures when getting hurt or feeling ill. Emphasize the school nurse's name.	Goal 1.4
28.	Present rules for walking to school. --Walk facing traffic. --Do not walk on the road if possible. --Use sidewalks. --Look both ways before crossing the street. --Cross at the crosswalk. --Never run across the street.	Goal 1.4
29.	Make a recipe of sugar cookies. Cut rectangles about ¼ inch thick to make traffic light cookies. Before baking use a thimble to press three indentations for the "lights". After baking fill each hole with jelly: one strawberry, one mint and one peach.	Goal 1.4
30.	Present safety rules for riding on the school bus. --Remain seated. --No loud talking. --Keep hands inside the bus. --Don't throw things. --Don't bother others. --Don't run. Invite a school bus driver to explain his or her work, the need for safety rules and the rules themselves. Have the students color and cut a school bus.	Goal 1.4
31.	Have students make traffic lights by cutting three holes in a paper block rectangle. They paste appropriate colors behind each of the three holes.	Goal 1.4
32.	Present fire drill rules. --I know I should walk, not run, during a fire drill. --I am quiet and listen. --I know where to go during a fire drill. --I know how to report a fire at school. --I never bring matches to school. --I do not push or shove during a fire drill. --I never block a doorway or an aisle. --I will get into my place after I get outside. Have a fire fighter come and speak to the students about the fire drill rules and the occupation of fire fighter.	Goal 1.4

Notes	II. Life Roles, Settings and Events
Life Roles, Settings and Events Goal 2.1	33. Ask your school nurse to give a tooth brushing demonstration to the whole class. Then invite a dentist to tell why he or she performs a valuable service - what may happen to teeth if they do not get the proper care. (Ask him or her to bring one of those living color posters which show a cross-section of a tooth and an unchecked cavity!)
Goal 2.1	34. Ask students to tell about personal experience in a hospital. Read Curious George Goes to the Hospital to the students. Then invite a doctor to explain all the things he or she does to keep us healthy. Ask this person to explain what it's like to stay in the hospital to help take away anxiety about it. Ask this person to explain what would happen if a person with a certain illness could not get necessary medical care.
Goal 2.1	35. Have the students make a mural of health and safety helpers. Examples are nurse, doctor, lifeguard, dentist, garbage collector and crossing guard.
Goal 2.2	36. Ask students to think about tasks done in their homes. Ask them to suggest those which enhance our health and safety: cleaning routines, cooking, laundry routines, shoveling the walk, putting on storm windows and washing dishes and so on. Ask students to draw a picture showing their helping in one of these health and safety tasks at home.
Goal 2.3	37. Caption a bulletin board What I Like to Do. Have students find magazine pictures to illustrate these leisure time choices.
Goal 2.3	38. Invite to the class a person who jogs on a daily basis. Ask this person to talk about: --why this was chosen. --how it fits into a daily schedule and his or her whole life style. --the equipment needed. --where this is usually done. --how students themselves can begin jogging or exercising daily.
Goal 2.3	39. Teach several exercises to develop various parts of the body: jumping jacks, sit ups, wind mills and running in place. Ask the students to name the body parts that will benefit from the exercises.
Goal 2.3	40. Divide the class into small groups. Assign to each a part of the body: arms, legs, neck or back. Have each group devise an exercise and teach it to the rest of the class. Then use these exercises from time to time throughout the rest of the year.

		Notes
41.	Try to obtain or draw a map of your community. On it circle all the recreation facilities: parks, zoos, swimming pools, community centers, playgrounds and so on. Then talk about how our environment affects our choice of leisure activities. "Mom, will you take us to the swimming pool today?" "I'm sorry I can't - Daddy has the car." "Oh, okay. I guess we'll walk to the playground." Then have student find magazine pictures of people engaged in leisure activities. Mount these all around the map with yarn connecting the recreation facility and the appropriate picture.	Life Roles, Settings and Events Goal 2.3
42.	When you are talking about the leisure setting of the zoo, introduce animal relays. --Monkeys Walk Relay Bend over, knuckles on the floor, legs straight. --Camel Squat Relay Stoop over, fold arms behind the back to represent the hump. Squat lower for the rider to get on. Walk, moving head up and down. --Elephant Walk Relay Make the trunk by putting arms together. Bend and let the arms fall loosely and swing back and forth.	Goal 2.3
43.	On a map of the community have students put the locations of all the parks. Then select the park nearest the school. Take the map and milk and cookies. Show the students how the map helps them get there. Then sit down and enjoy the milk and cookies! Ask the students to find out why the park was so named.	Goal 2.3
44.	Have students help you list sports they watched on television over the weekend.	Goal 2.3
45.	Let the students think about their toys at home. See if they can each name a toy that travels: pogo stick, scooter, bicycle, tricycle, wagon, little cars, doll carriage and so on.	Goal 2.3
46.	Have the students ask their parents to name their favorite free-time activity. Then have them sit in a circle to tell these to one another.	Goal 2.3
47.	Invite a safety patrol student to wear a uniform to class and to explain his or her responsibilities.	Goal 2.4

Notes Life Roles, Settings and Events Goal 2.4	48. Ask the school nurse or a nurses' aide to come to demonstrate how the following are used: --bandages --scissors --Band - aids --adhesive tape --thermometer --otoscope --stethescope --flashlight
Goal 2.4	49. Present the beautician and the barber. Visit a beautician and then a barber in their places of work. When you return to school set up a combination beauty and barber shop for their play corner. For the beauty shop, make hair dryers from Baskin-Robbins ice cream containers. These can rest on the students' shoulders. For the barber shop make a barber pole from oatmeal boxes. Collect hair style pictures from magazines. Make signs and price lists. Gather old wigs and wig stands, curlers, bobby pins, clean combs, cotton balls, plastic scissors, small dishes, plastic aprons, old towels, a toy cash register and play money.
Goal 2.4	50. Help students develop an awareness of possible occupations in the field of recreation. Choose someone from your community and invite him or her to speak about occupational preparation, work and family life. Ask this person to bring a uniform and equipment. Professional Athlete Equipment Design, Manufacture and Sales Administration --Recreational director --Camp Ground director --Health Club director Related Fields --Coaching --Professional officiating --Physical Therapist --Grounds keepers

III. Life Planning	Notes
51. Divide a bulletin board into five categories: things we see, hear, smell, taste and touch. Have students find magazine pictures to put under each heading. Then tell them that we have a lot of pictures here. We arranged them in five categories. That makes the pictures easier to understand. It makes it easier for you to take part in the activity.	Life Planning Goal 3.1
52. Obtain a set of paper dolls that shows clothing appropriate for different kinds of weather. Set up a little interest center where students can dress a paper doll and pin it under one of several headings: --Hot --Cold --Rainy	Goal 3.1
53. Ask the students if they will wear their coats out to play today. Ask what they must find out before they decide: the temperature. Ask if they know where they can get that information. Help them get the information and then they can decide on whether or not to wear coats to recess outdoors.	Goal 3.1
54. Plan a visit to the drugstore. Tell the pharmacist the activity deals with effective decision making, and that relevant information is essential to this process. Ask the druggest to point out the packaged medicines on the shelves. Ask the druggist to call their attention to a child-proof cap on one of the bottles. Ask why we have these: because little kids can't read. And if they got the cover off they might take way too many, which could be dangerous. Have the pharmacist point out all the medications at the prescription counter from which prescriptions are filled. Ask the pharmacist to read aloud a few directions for taking some of the various kinds of "cough medicines" which doctors prescribe. Ask him or her to explain why these are flavored. Have the pharmacist talk about the danger of taking any medicine unless the doctor says to. Have this person explain the correct use of non-prescription drugs such as aspirin and vitamins. The pharmacist will have more ideas for ways in which to make students aware of the concept of use and abuse. You may also want to explain that we will not always be with adults all the time. There may be a time when someone other than the doctor, our parents, or the pharmacist wants us to take something. We should remember what we have learned about the proper use of drugs and medicine.	Goal 3.1

Notes	
Life Planning Goal 3.2	55. Ask students if they want rotten, hurting teeth when they grow up. Help them describe what they should do to have rotten, aching teeth as adults. Then ask if they want good, healthy teeth that don't hurt. Help them describe what they should do to have good, healthy teeth as adults. Try to list briefly the steps they described in each case. For Rotten, Hurting Teeth 1. Never brush. 2. Never see a dentist. 3. Don't eat proper foods. 4. Eat lots of sweets. For Good, Healthy Teeth 1. Brush properly and often. 2. See the dentist twice a year. 3. Eat proper foods. 4. Cut down on sweets. Then have them write their names on a piece of paper followed by the word good or rotten. Put these papers next to either list of steps for rotten or good teeth.
Goal 3.3	56. Have the students each bring a baby picture. Display them. See if other students can identify their classmates. Focus on ways in which they have changed, both in ability and in physical appearance. Ask them to describe things that babies cannot do. Ask them if five-year-olds can do these same things that babies could not do. Tell them that we are always changing. Just because we are unable to ride a bicycle at five doesn't mean we shouldn't start saving for it. Because by about age seven we might be able to ride a bike.
Goal 3.3	57. On the next rainy day, tell students that there is a problem: we have to decide on an indoor activity that we can all play during recess time. Tell them the parameters: --We can't disturb other rooms. --We can't damage property. --We all need to be involved. Then let them come to a decision. Remember, it need not be a game: it could be free time or an art project. At the end of the recess period, tell students about any problems you observed. Ask what may have been the causes of the problems. Then have them

57. continued

dictate an experience story. Post it and read it aloud on the next occasion when the class has to make a decision.

58. Ask students to imagine that a friend from kindergarten is coming home after school to play. Ask them to plan a lunch menu (if they are in morning class) or a snack menu (if they are in the afternoon class). Ask them to plan the menu so that it contains no sweets. Have them use magazine pictures pasted on a placemat-sized piece of paper. They can proceed to decorate the "placemat" with a border and write either "lunch" or "snack" on the paper.

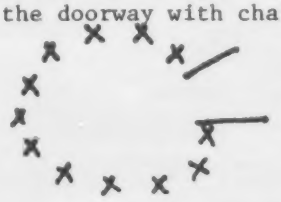
Arrange the students in small groups (sharing circles) so they can explain their menu plans to one another.

Notes

Life Planning

Goal 3.3

Goal 3.4

Notes	IV. Academic and Vocational Skills
Academic and Vocational Skills Goal 4.1	59. Fire Chief is a game which will give students practice listening for their numbers to be called. The students are numbered from one to four with one named the Fire Chief. The class stands at one goal line. When the Fire Chief calls "Two!" all those students numbered two run to the opposite goal line and so on. When the Fire Chief calls "Fire Station," all students run to the opposite goal.
Goal 4.1	60. Doorbell is another game which will give students the opportunity to sit and listen. The students sit in a large circle with a space ("doorway") left open. Mark the doorway with chalk.  A student is chosen to be "IT" and sits in the center of the circle with eyes covered. A bell is placed behind "IT." The teacher beckons to a student, who tip-toes into the circle and rings the bell, then runs out through the doorway and around the outside of the circle. "IT" chases after the bellringer, trying to overtake him or her. If the bellringer can re-enter the circle through the doorway without being caught, he or she is applauded. Another student is chosen to be "IT."
Goal 4.2	61. Light a candle. Place a jar over it to show how the flame goes out without air. Ask a fire fighter to come and demonstrate the things that can be used to keep air from a fire. Then have this person explain the procedure for smothering a fire if one's clothing begins to burn.
Goal 4.2	62. Have the students use small boxes and supplies brought from home to make a first-aid kit. Have the school nurse or another health care provider come and demonstrate how to pack it.
Goal 4.4	63. Invite a nurses' aide, a licensed practical nurse, and a registered nurse to explain the differences in the length of training for each of their jobs. Ask them to explain what they do and to wear their uniforms. Ask them to point out the features of their uniforms that help us distinguish them from each other. Ask them to use the kinds of decisions they make to point out the relationship between responsibility and training for it.

64. Have the students cut magazine pictures of materials used to maintain personal cleanliness and good grooming. Have them paste these on a mural captioned, Keeping Neat and Clean. Then take some time for the students to pantomime using each one.

65. Post a check-off chart for students to fill in squares when they can tie shoes, button clothing, zip zippers, comb hair and so on.

66. Using flannelboard figures have the students make up stories depicting situations in which people have to take turns and share.

67. Present the importance of good grooming by revising Here We Go 'Round the Mulberry Bush.

"This is the way we wash our hair, wash our hair, wash our hair. This is the way we wash our hair, so early in the morning."

Repeat the verse using such phrases as:
--"brush our teeth."
--"fold our clothes."
--"hang up our coats."
--"wash our face."

68. Prepare a large chart on which students will paste a star each day to show completion of good grooming routines for a school week:

	Hands and Face	Teeth	Hair
Wendy A.			
Katy B.			
John C.			
Fred D.			

Notes

Academic and Vocational Skills

Goal 4.4

Goal 4.4

Goal 4.4

Goal 4.4

Goal 4.4

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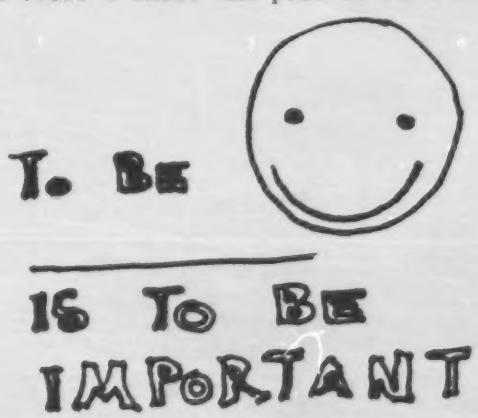
LANGUAGE ARTS ACTIVITIES	Notes
I. Self Knowledge	Self Knowledge
1. Help students contribute to a list of kind words people can use.	Goal 1.1
2. Be sure to acknowledge each student's birthday by letting him or her wear a crown and by singing "Happy Birthday" to him or her. Talk about birthday cards and how nice it feels to hear the birthday song sung to us.	Goal 1.1
3. Using toy telephones, have the students call another person and invite him or her over to play. They can get the telephone numbers from a large chart on which names and numbers have been posted. Be sure the students exchange addresses during the course of the conversation.	Goal 1.1
4. Record each student's voice to see if they can recognize their own. Use a familiar story with each student telling a different part.	Goal 1.2
5. Each day have the students share things they did the night before or over the week-end - something they shared or did to help. Let each volunteer dictate a sentence for the experience story. Title it Important News.	Goal 1.2
6. Make a chart entitled What I Like Best About Myself. List each contributor's name and specific thing he or she likes.	Goal 1.2
7. Post each student's name and photograph on a bulletin board captioned I Am A Very Important Person.	Goal 1.2
8. Help motivate students to learn to write their names. When they have mastered the task they can fill out and color a sheet and post it on a bulletin board:	Goal 1.2



Notes	
Self Knowledge	
Goal 1.3	9. Wrap a large empty box in wrapping paper with a bow. Then play Mystery Box. Students take turns telling about what's in the box. Repeat this activity later during the year but with different-sized boxes.
Goal 1.3	10. Let the students dramatize nice ways and poor ways to say the following things: --that we shouldn't play in a certain place. --that we don't want to play today. --that you are not playing fairly. Introduce the words tact and tactfulness. It's important to say things as we would want to hear them.
Goal 1.3	11. Introduce the word "proud." Then tell the students something you did or can do which makes you feel proud of yourself. Have the students try to think of one of their abilities or accomplishments and complete the sentence, "I felt proud when . . ." Allow students to respond as they are ready. Be sure they are allowed to say, "I pass" if they need or want to.
Goal 1.3	12. Make Glad/Sad buttons that will stick to the fronts of the students' desks with magnets. Each morning the student attaches the button to his or her desk with the appropriate side facing out. As his or her mood changes throughout the day he or she is free to express this change without any need for explanation.
Goal 1.3	13. Give the students directions for a Talking Walk: "We are going to take a walk. On our way we will use complete sentences to ask directions from a police officer or crossing guard. We will stop and ask a neighbor some questions. We will go to a store and ask for help in finding specific items. We will ask the yard keeper what he or she has to do to get the yard looking neat and trim. Every place we go we will see how many different jobs we can ask questions about. After our trip we will draw pictures of some of the people doing their jobs and then write an experience story about it."

14. Students need to learn to speak in complete sentences for clarity in oral communication in all types of situations. Play the game Toadie.

    The students are seated in a circle. One is chosen to be Toadie, who hops to a seated student. The following dialog takes place:

    Toadie: "How are you?"
    Child: "I am very well, thank you."
    Toadie: "And your neighbor, how is he?"
    Child: "You stay here and I'll go see."

    Toadie takes the Child's chair, the Child becomes the new Toadie and the game proceeds.

Notes

Self Knowledge

Goal 1.3

15. Help the students list ways in which we can show others that we care. Then put a star beside all those actions which are points of etiquette or just plain "good manners". Summarize by defining "good manners" as the ways in which we show others that we care.

Goal 1.3

16. Make up situations and ask the students how they would handle them.
    --You are home alone and the telephone rings.
    --You are home alone and a friend comes over and says, "Let's cook something".
    --You are home alone and someone knocks at the door.
    --You are home alone and a fire starts.
    --Your mother asked you to fix a meal for a smaller brother or sister.

Goal 1.4

Notes

Life Roles, Settings and Events

Goal 2.1

Goal 2.2

Goal 2.2

Goal 2.3

II. Life Roles, Settings and Events

17. Discuss the neighborhood shopping center. If possible, take a walk to it. Make a picture dictionary of the various goods sold in the different stores.

18. Help the class prepare two lists: one, of ways they work at home and the other, of ways they work at school. They can add magazine pictures.

19. Show the students examples of ways in which you mark their papers to show approval: smiling face, S, + and so on. Have them devise a sign of their own so they can put it on papers on which they have done their very best.

20. Help students prepare a list of things kids can do for fun in their leisure time. Try to get about eight suggestions. Write them down on separate slips of paper. Help the students sort these into two different classifications:

Leisure Activities	
Indoors	Outdoors

Leisure Activities	
Alone	With Others

21. Have the students tell riddles giving clues of their parents' occupations. One of the clues could be the beginning sound of the name of the occupation.
"I am thinking of a worker who drives a tractor. She lives in the country and works in the fields. Her job begins with the letter "f" .

22. Have children collect pictures of people from magazines. Mount the pictures on construction paper or tagboard. Discuss the occupation (or hobby) of the person - athlete, beautician, coach, dentist, electrician. Lable the picture with the occupation.

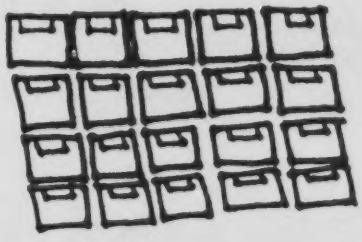
--Amy Athlete
--Bob Beautician
--Carlton Coach
--Diane Dentist
--Ellen Editor

Post a piece of mural paper and divide it into 26 sections. Write one of the above names in each section. In spare time the students can paint in or color in the various sections Supply the students with necessary information about the various occupations so they can add appropriate characteristics to each section.

23. Have the students arrange the following sentences in logical order: Teacher will have to read each sentence aloud. The use of pictures illustrating each sentence can also be used to help carry out this activity.

--Harvest the corn.
--Purchase corn from the market.
--Till the soil.
--Deliver corn to the market.
--Plant the seeds.

24. Construct a post office out of half-gallon milk cartons. Cut the open end off of each one. Lay them on their sides and staple them together. Label each box with a student's name in alphabetical order.



Use it for Valentine's Day, for returning papers and for sending home notices. Mail sorter could be one of the jobs on your classroom job chart.

Notes

Life Roles, Settings, and Events

Goal 2.4

Goal 2.4

Goal 2.4

Goal 2.4

Notes	
Life Roles, Settings and Events Goal 2.4	25. For creative dramatics have the students take imaginary trips using different modes of transportation. Two rows of chairs can become a bus, train or airplane. The students can be passengers, pilot, flight attendants, ticket agent, engineer bus driver. Talk first about courtesy and good manners on public transportation. The students can pantomime jet planes taking off, boats rocking and trains chugging.
Goal 2.4	26. Invite a cook, waitress, cafeteria worker or a parent to speak to the class about menu planning, good nutrition and so on. Print the directions for instant pudding on a large piece of chart paper. Have them mix it and pour into ice cream cone cups and eat. Do not leave the pudding in the ice cream cone cups for more than 10 or 15 minutes, as the mixture causes the cone to collapse. Then do an experience chart on this activity.

III. Life Planning

27. Have a wide array of activities and interest centers available for students' free time. Refer to this time when a student can choose from among several choices as Decision Time.

28. There are many times when a student asks to do something and the answer is "yes" or "no ". When the answer is "yes" say instead, "That's your decision" or "You may decide ". This should help students be aware of the fact that we are always making decisions.

29. Ask the students to think of three things they would like to have. They should draw each one on a separate scrap of paper. Then ask them to look at all three and choose the one they want most. Under that they lay their second choice and beneath that they put their third choice.

    Explain that knowing what we want is the first step in making decisions.

30. Have students suggest some possible occasions for which they could have a party at school during the rest of the year. List them across the board:

    Halloween Winter Holiday Valentine

    Then ask them to suggest a game, a decoration, and lunch for each one. Put this all on a grid for them.

	Halloween	Winter Holiday	Valentine
Decorations			
Games			
Lunch			

    Then ask them to pretend they can have only one party. They will have to consider the suggestion for each category on the left-hand side. Then read each suggestion aloud for every party. When finished, have them raise their hands to show which party they would choose.

    Tell them that parties are made up of decorations, games and lunch. All of these should be considered or thought about when planning a party.

Notes

Life Planning

Goal 3.1

Goal 3.1

Goal 3.1

Goal 3.3

Notes

Life Planning

Goal 3.4

31. Arrange for a wide selection of picture books to be brought into the classroom. Set aside fifteen minutes each day so that students can spend time with the picture books. This is essential! Here comes the planning part. At the beginning of the day, give to each student a piece of masking tape. Just plop it on each shirt. Have them select picture books, put the tape on the covers and write their names on the tape. They can lay these books on a shelf or table. When picture book time comes, they will have made a decision and a plan for the use of that time.

> If someone can't wait and finishes the book before picture book time, have him or her find another book and put the tape on it.

When they finish "reading" a book, they can remove the masking tape and return it to the shelf. A student who does not finish a book may leave the tape on it and have it as part of his or her plan for picture book time the next day.

IV. Academic and Vocational Skills	Notes
32. This activity is designed to encourage listening in order to identify a voice. "IT" sits on a chair holding a toy telephone with his or her back to the class. Several feet behind "IT" is a second toy telephone. "IT" dials. The teacher chooses by quietly tapping another student to answer the telephone. The two students have a telephone conversation. "IT" may ask any question except "What is your name?". When "IT" guesses the student's identity, he or she may choose someone else to be "IT ".	Academic and Vocational Skills Goal 4.1
33. Play a listening game. Tell students you will say two words. They must tell whether or not the words rhyme. You could vary the game by asking whether or not the words begin or end with the same sound.	Goal 4.1
34. Play a listening game when you play "grocery store." Have a student get things that start with certain letters. For example, "Go buy all the things that start with the letter M, Johnny." Johnny may then bring back empty Malto-meal, milk and mustard containers. Give the order first and say the student's name at the end, rather than at the beginning. This will motivate everyone to listen carefully instead of only Johnny and a few others.	Goal 4.1
35. Play Mail a Letter. Select a student to be the mail carrier. Give him or her a bag of 26 envelopes Inside each envelope is a piece of paper with an alphabet letter written on it. The mail carrier walks around the room and says, "I have a letter for (name) ." If the student can identify the letter of the alphabet, he or she gets to be the mail carrier. If not, the mail carrier repeats the procedure.	Goal 4.1
36. Choose a simple story in which a central character meets and talks with several other minor characters. These might be: --The Little Red Hen --Three Billy Goats Gruff --Chicken Little Divide the class into small groups. Assign a story to each group. Have each group practice and dramatize its story segment for the rest of the class. Stress the importance of listening and paying attention to the other characters in order to be effective in the dramatization.	Goal 4.1

Notes	
Academic and Vocational Skills Goal 4.1	36. Continued To help students feel less self-conscious, allow them ample time to rehearse in the small groups before appearing before the large group.
Goal 4.1	37. Play I Say Stoop to help students listen and follow directions. All students stand in a circle with "IT" in the center. "IT" gives a command, "I say stoop" or "I say stand." The players follow the verbal command and not the action of "IT." "IT" may try to confuse the students. Anyone not following the command takes his or her seat and a new leader is chosen.
Goal 4.1	38. Read aloud a story that has many animals as characters or use a record. When an animal is mentioned the students imitate a sound made by one of the animals. The Brementown Musicians might work well. Tell them that listening carefully is very important. Perhaps they can suggest other favorite animal stories which you have read to them.
Goal 4.1	39. Here is another listening and remembering game. Let's call it Noisemaker. Choose a student to begin. He or she makes one noise: plays a note on the piano, walks around a chair, drops a book or does something that makes a noise. He or she chooses a second player. This player makes the noise of the first player, adds his or her own new noise and chooses the third player. The third player makes the noise of the first player, makes the noise of the second player, adds his or her own new noise and chooses the fourth player. The game continues until four or five noises can be repeated in the correct sequence.
Goal 4.1	40. Print each student's name on a tagboard. Cover with clear plastic adhesive, a plastic sheet from a bacon package or waxed paper. The students can practice printing their names in crayon, erase with paper toweling and practice over and over again.
Goal 4.1	41. Each student needs a twig in a clay ball placed into a milk carton. They may decorate their own twigs and cartons. As each student learns to write or to recognize an alphabet letter, a leaf with that letter is placed on his or her tree. After all 26 letters are on the tree, the student may take his or her tree home.

42. Take a walk through the community. Have the students look for signs of the United States Postal System: mail carriers, corner mailboxes and mail trucks.

Notes

Academic and Vocational Skills

Goal 4.2

43. Here is a Valentine project to help students review their home addresses. Place a picture of a mail carrier in the center of a bulletin board. Pin to the bulletin board a Valentine in an envelope for each student. If the student knows his or her address, write it on his or her envelope. Encourage the students to know their addresses before Valentine's Day, so all the Valentines can be "mailed" (put into the Valentine box or individual sacks).

Goal 4.2

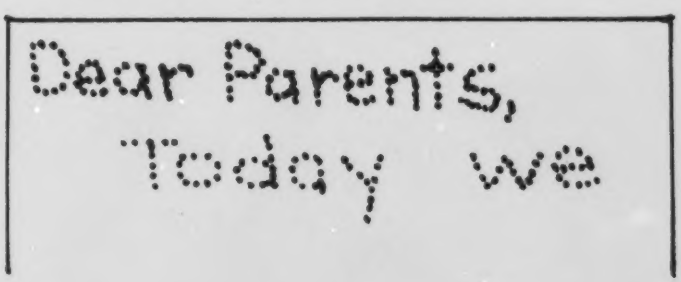
44. Tell the students about Mr. Zip. If possible, obtain one of the cardboard standup posters of him from the post office. Have them learn the zip code for the community.

Goal 4.2

45. Duplicate a note for the parents explaining that the class is working on letter writing. Ask the parents to send self-addressed, stamped envelopes with their students. Ask them also to send cancelled stamps.

Goal 4.2

Then have the class dictate to you a letter for parents. Use only the greeting, body and signature. Write it on experience chart paper. Have them copy it. Or you may choose to print it on a ditto and have students write over each letter.



Then take a walking or riding field trip to the post office to have the students mail their letters. Arrange to have students watch them being post-marked. Have them find out about the schedules and occupational preparation of some of the various workers. Buy one of each kind of stamp. Then for math enrichment a few students can prepare a poster showing stamps and their costs written with cent signs.

Notes

Academic and Vocational Skills

Goal 4.2

Goal 4.3

Goal 4.4

45. Continued

Make an interest center using the stamps, a U. S. map, picture postcards, the stamp poster and a container of the cancelled stamps. Have the students look through the cancelled stamps to find the same ones as are on the poster.

46. After a visit to the post office, let students dictate a story about things they saw and workers they observed. Write sentences on the chalkboard as pupils dictate them and recopy them on strips of paper. Rearrange the strips of paper in the sequence in which the events occurred. Have students "read" the story and discuss vocabulary, sequence of events, important things omitted, etc.

Sample Sentences

1. Mail was being put into sacks.
2. Letters were being sent through machines.
3. Mail was being sorted out.
4. Large bags were being loaded into trucks.
5. People at the window selling stamps.
6. People weighing packages and putting on stamps.

When you return to the classroom, enlarge the above chart on a large piece of poster paper. Point out the traditional junior high, senior high, college and graduate school divisions on the chart above.

47. Divide the class into small groups. Have them plan a hypothetical class party. Assign a responsibility to each group. (Tell them they are now "committees."
--Games and Prizes
--Decorations
--Lunch
Have each group make a shopping list of things they would need from the store. Ask them to try to include quantities (amounts) on their lists.

48. Here is an activity that you can use for an attendance check.

> Having students check themselves in will allow them to learn responsibility. It will also free you to greet the students and to call each one by name.

Write each student's name and address on a small envelope. Affix a cancelled stamp. Place the envelopes along the chalkboard ledge. Place a box decorated as a mailbox near the chalkboard. As the students arrive, they find their envelopes and "mail" them by dropping them into the box. You can tell at a glance who has not yet arrived.

Notes

Academic and Vocational Skills

Goal 4.4

Introduction
Fine Arts Activities
Guidance Activities
Health and Physical Education Activities
Language Arts Activities
Mathematics Activities
Science Activities
Social Studies Activities
Appendices

MATHEMATICS ACTIVITIES

Notes

I. Self Knowledge

Self Knowledge

1. Post a large chart captioned thus:

Goal 1.1

OUR GAMES	
Any number can play	A certain number can play
Tag	6 Monopoly
Farmer in the Dell	4 Candyland
London Bridge	2 Checkers
Duck, Duck, Grey Duck	8 Chinese Checkers

Sometimes disagreements and feelings of rejection arise over how many can play a game. Explain that some games can be played by only a certain number of people. Ask the students for examples (Monopoly, Candyland, and so on). Write these on the chart.

Explain that, on the other hand, some games can be played by anyone who wants to play - everybody can play. Ask students to give some examples of these (Tag, Farmer in the Dell and so on). Bring out the games on your game shelf. Ask the students to help categorize those games. You may even want to label each box with a number to indicate how many can play. Use a + or ? to label those games which any number can play.

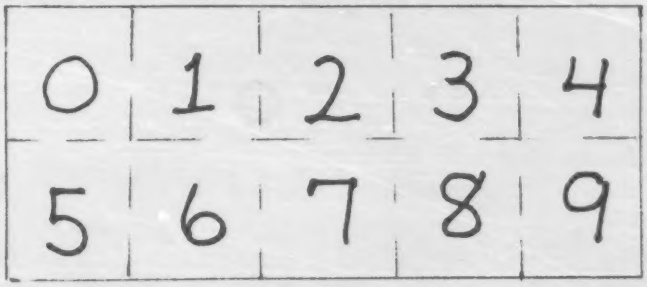
Have them help you categorize some of their favorite recess games. Add these to the chart.

> You may want to point out the fact that choosing recess games which any number can play will help prevent disagreements at recess time.

When teaching new games during the year, add them to the chart under the appropriate heading.

2. Distribute to the students copies of a sheet they will use to make number cards.

Goal 1.2



Notes

Self Knowledge
Goal 1.2

2. Continued

Have them color each numeral in black. Have them cut the squares on the dotted lines to form separate "cards." Have them arrange these in order on their desks in front of them.

Have them select the appropriate card to hold up to answer some questions about their families:
--How many sisters do you have?
--How many brothers do you have?
--How many children in your family are younger than you?
--How many children in your family are older than you?
--How many adults live in your home?
--How many parents live with you?
--How many people are your close friends?

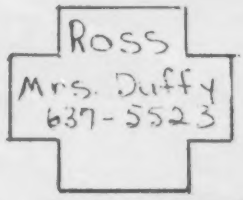
Goal 1.4

3. Have the students use geometric shapes to make traffic signs:
--hexagon - stop
---triangle - yield
--rectangle - a traffic light
--circles - a traffic light
--rectangle - no parking

Goal 1.4

4. Help the students learn their home telephone numbers. Explain why the school sends home a form in the fall on which parents list their at-home and at-work telephones. This form also asks for the name and number of a person to contact in an emergency when the parents cannot be reached.

For each student cut a red cross of construction paper. On it write the student's name and the name and telephone number of his or her emergency contact person.



Put these on a bulletin board. As each student learns his or her emergency information, remove his or her red cross. Ask students to help those whose red crosses still remain.

II. Life Roles, Settings and Events

5. Explain to the students that in the United States a farmer grows enough to feed about 51 people during a year. Count out 51 people to see how many that is.

> You may have to have another class help you with this.

6. In America one person in 20 is a farmer. Have the students count out 20 people. They can then decide who the farmer might be. Assemble 40 students to show two farmers.

7. The students will use construction paper to make a traffic light. Direct them to cut a black rectangle. Then have them cut three circles: one red, one yellow and one green. Have them paste the circles to the rectangle to make a traffic light.

> You may want to take students to an intersection which has a traffic light. Point out the arrangement of light circles. Also take a few minutes so they can see how dependent drivers and pedestrians are on the traffic light.

Ask the students to imagine that the electricity is suddenly cut off. Have the students draw pictures of what might happen at an intersection where there has always been a working traffic light. Tell them to think of cars and people on foot.

Notes

Life Roles, Settings and Events

Goal 2.1

Goal 2.1

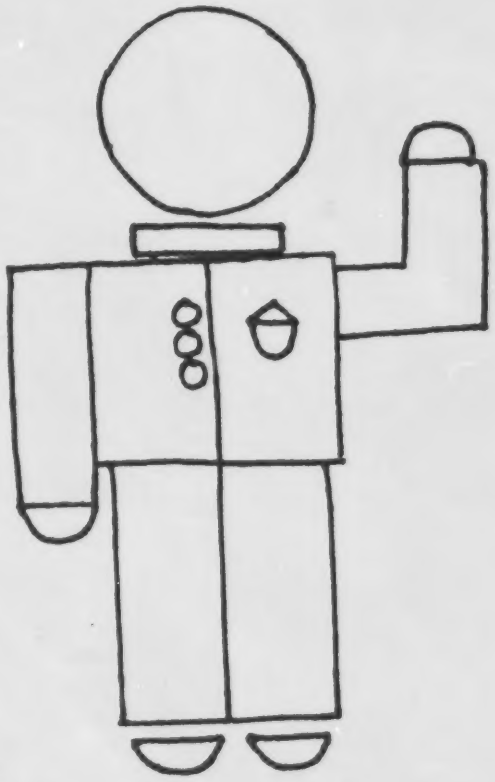
Goal 2.1

Notes

Life Roles, Settings and Events

Goal 2.1

8. Distribute copies of the following sheet.



How many...
semi-circles? _____
circles? _____
triangles? _____
rectangles? _____

Who am I? _____

Then have the students help you compile a list of places in which they have seen police officers. Ask students to suggest what police officers do in each of these places (settings).

9. Have the students hold up their fingers to show how many people they each have in their families. Give them one counting stick (tongue depressor) for each finger they are holding up.

   Tell them that each counting stick (tongue depressor) represents one family member. Have them label each counting stick with the name of each family member. Have each student make an X on the stick which has his or her own name on it.

   Now give them a piece of paper. Ask them to find the stick which represents the oldest member of the family. Have them place it on the paper near the top. Then have them find the stick which represents the youngest member of the family. They should place it near the bottom.

Notes

Life Roles, Settings and Events

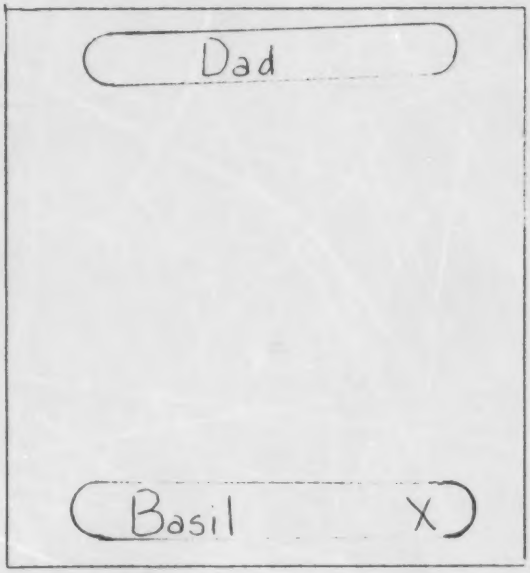
Goal 2.2

Notes

Life Roles, Settings and Events

Goal 2.2

9. Continued



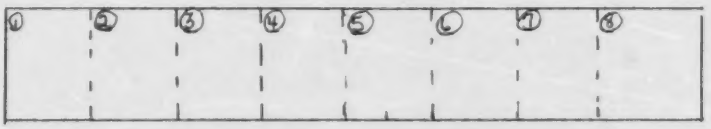
Then have them arrange the other family member sticks in order according to age between those of the oldest and youngest. Have students paste their sticks to the paper in order of age.

10. Use leisure time as the basis of a discussion on events in sequence.

Explain that going to school is a student's job. Ask students to tell what they do after school. Write down a few of these.

Andy
1. go home
2. eat lunch
3. play
4. eat dinner
5. watch television
6. go to bed

Cut 12" X 18" manila paper in half the long way. Fold it into six or eight sections. Have students begin at the left and number each section. Then have them draw their after-school activities - (one per section) in the order in which they usually do them.



When the students have finished, arrange them in small circles to explain their drawings. Then you can accordian fold their papers on the creases so they will stand up. Arange them on a display table captioned What I Do After School.

11. Have each student make a chef hat, using white crepe paper gathered and stapled onto a band of white drawing paper. Staple the ends together. Then reach up inside the hat and gather the crepe paper into a rubber band in much the same way you would make a stocking cap. Then have students make a batch of soft pretzels. (Get moms to help you!)

SOFT PRETZEL
(makes 32 pretzels)

2 c. warm water (105°F - 115°F)
2 pkg. active dry yeast
1/2 c. sugar
1/4 c. (1/2 stick) softened margarine
1 egg
6 - 7 c. flour
1 egg yolk
2 T. water
Coarse salt

Measure warm water into large warm bowl. Sprinkle in yeast; stir until dissolved. Add sugar, 2 t. salt, margarine, egg, and 3 c. of flour. Beat until smooth. Cover bowl tightly with aluminum foil. Refrigerate 2 to 24 hrs. Turn dough out, divide into 16 equal pieces. Roll into pencil shapes about 10 inches long. Let each child shape dough into a numeral. Brush with egg yolk mixture.

Notes

Life Roles, Settings and Events

Goal 2.3

Goal 2.4

Notes	
Life Roles, Settings and Events	11. Continued (Soft Pretzel Recipe) Sprinkle with coarse salt. Let rise in warm place. Bake at 400°F for 15 minutes.
Goal 2.4	As they are enjoying the pretzels, ask them to imagine making them without using any numbers in the recipe. How could we do it? Could we do it? Invite a chef or baker to bring a quantity recipe for a larger batch of these pretzels. Ask him or her to bring measuring and mixing containers he or she would use to make the batch. Have this person tell how many the recipe will serve. State this in terms of how many classes or kids in the school it would serve.
Goal 2.4	12. Making price tags provides good practice in writing numbers. Have students bring empty containers from home with prices under $1.00. Have them write the price on a piece of paper. They can then glue the paper to the empty container and add this to a play grocery store area. You can then give each student several containers. Ask them to find the one which costs most, and the one which costs least. Then have them arrange the items in order from least expensive to most expensive.

III. Life Planning

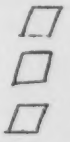
13. Have available an array of independent math learning activities for students to choose from during a math period.

14. Have each student bring a piece of fruit from home. Prepare for this activity by having students prepare a price tag of 10¢ or less and attaching it to the piece of fruit. Collect the fruit in a basket. Then give to each student a piece of brown construction paper on which have been duplicated ten pennies. Have them cut out their ten pennies. They will then decide which fruit they want. They will "purchase" the fruits with their paper pennies.

15. Give the students three small pieces of paper. Tell them that they are to pretend that they can have anything, be anything, do anything or change anything in the whole world. Say that they can have three wishes. They should draw one wish on each piece of paper. Introduce the words first, second and third, by writing on the chalkboard:

    1 first
    2 second
    3 third

    Tell them to put their first choice on top, their second choice beneath it and their third choice on the bottom.



    Explain that we all have to make many decisions. Tell them that this is a helpful way to decide what we want most; or, what is our first choice.

16. Ask students if they have ever saved money for something special. Ask for a few volunteers to explain:
    --what they were saving for.
    --where they kept their money.
    --if they spent any.
    --if they saved any.
    --how they knew when they had enough.

    Distribute copies of a duplicated calendar page for February.

Notes

Life Planning

Goal 3.1

Goal 3.1

Goal 3.1

Goal 3.2

Notes

Life Planning

Goal 3.2

16. Continued

Give to each student 28 nice large lima beans (large enough not to fit into a nose or ear). Explain that each bean represents a penny.

Tell the students that this day is February 1. Tell them that they will begin today to save a penny a day for the whole month. (They should put one bean on each day.) How much will they have?

Tell them today is February 10. They want something that costs 10¢. They will save a penny a day. On what day will they have enough?

> Point out if they start today, the tenth, they will have enough on the nineteenth. If they start on the eleventh, they will have enough on the twentieth.

Ask when they will have enough if they save 2¢ a day. 3¢ a day.

Continue in this manner with more of your own problems.

Goal 3.2

17. Make a bulletin board using a large mountain with numerals 1 through 12 ascending to the top of the mountain. Make a replica of each student with his or her name on it. As a student can identify (or write) each number, he or she ascends the mountain. When at the top the student can take his or her replica home. Tell them that we can do many big things by taking them in little steps.

Goal 3.3

18. Duplicate a letter to send home telling parents that the students need to know what they weighed when they were born. Then bring in some sample birth announcements. Share them with the students. Distribute half sheets of paper printed thus:

	Announcing the birth of _____ __ lbs. ___ ozs.

Have the students write their names on the upper line and their birth weights in the lower. They should fold the paper and put a picture on the cover.

18. Continued

Put these on a bulletin board captioned My, How We've Changed. Under each announcement place a piece of paper with the student's current weight.

19. On a large piece of poster paper make a mock-up of this month's calendar page. Enter on it symbols to represent regularly scheduled events such as visits by special teachers, show and tell and trips to the library. Have students take turns crossing off each day as they leave school to return home.

At the beginning of each new day have students take turns announcing the name of the day of the week. Later on, you can have them announce the date also.

Ask students if they notice any pattern to the symbols representing regularly scheduled activities.

Notes

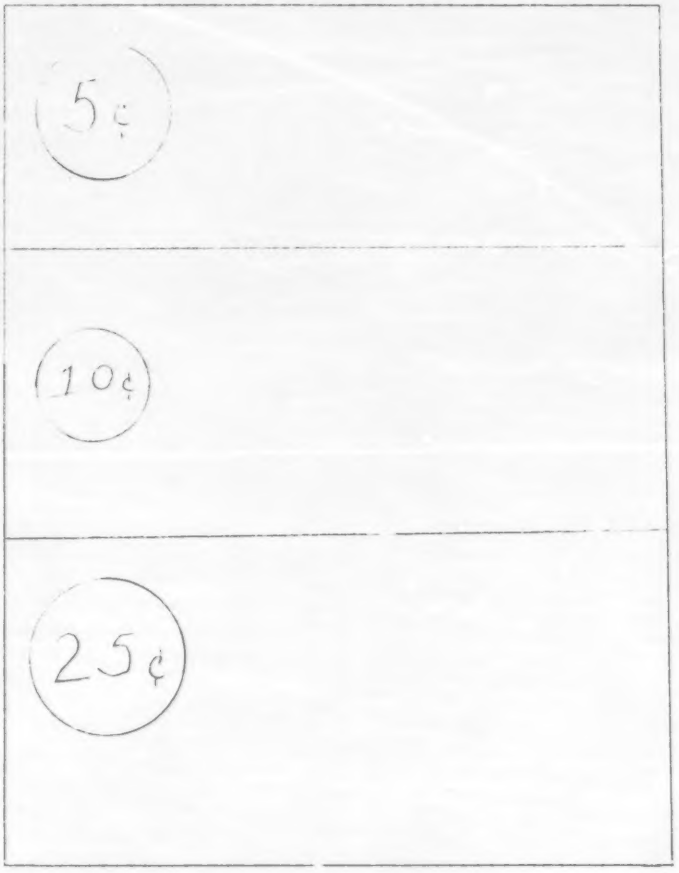
Life Planning

Goal 3.3

Goal 3.4

Notes	IV. Academic and Vocational Skills
Academic and Vocational Skills Goal 4.1	20. Play Going on a Picnic to give students practice in recognizing numerals. Make "food" for the basket by cutting food pictures from magazines and by using empty containers. Print a numeral between one and ten on each piece of food. In turn each student takes a food from the basket and reads the numeral aloud. If he or she knows the numeral, the food can be put on his or her paper plate to "eat." If not, he or she puts it back into the basket.
Goal 4.1	21. Have students play People on the Bus. Have the students arrange their chairs in rows to form a make-believe bus. Select one to be the "bus driver" and give this person a collection of cards numbered from one to twenty. One student is the unseated passenger, moves up and down the row and stops beside a seated passenger. The bus driver flashes a number card. If the unseated passenger names it first, he or she gets the seat and the formerly seated student becomes the unseated passenger. If the seated passenger names it first, the unseated passenger moves on for another turn and the game is repeated.
Goal 4.2	22. Have students bring in a collection of used envelopes. Have them circle the Zip Codes on the envelopes in both the addresses and return addresses. Display these on a bulletin board captioned Zip Codes.
Goal 4.2	23. Set up an interest center on homemaking skills using math. Put out measuring cups, measuring spoons and a large pan of meal or rice. When introducing the center explain that they should try to find out how many of one container or spoon will fill another. Use the word "equals."
Goal 4.2	24. Bring to class grocery ads from the newspaper. Have students cut out several prices and paste them on piece of paper. They should select one for you to read to the class as you write it on the board.
Goal 4.2	25. Help the students develop an awareness of the values of a penny, nickel, dime and quarter. Let them examine real coins. Divide them into small groups to manipulate coins to show equivalents. Distribute copies of this worksheet:

25. Continued



Have them draw in the right number of pennies for each coin.

26. Set up a toy store. Have students bring toys from home. Price each item at 10¢ or less. Give to each student a dozen or so soda bottle caps. These are to represent pennies. Have them purchase toys with their pennies.

27. Have students role play a family in a restaurant ordering a meal. Include a waiter or waitress. Each family member holds up the number of fingers to represent how many things he or she wants. The waiter or waitress writes on the chalkboard the numerals to represent the quantities.

They might enjoy this especially if they start ordering large quantities of their favorite foods. Just think, nine watermelons!

Notes

Academic and Vocational Skills

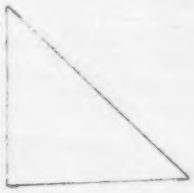
Goal 4.2

Goal 4.2

Goal 4.2

Notes	
Academic and Vocational Skills Goal 4.2	27. Continued Invite a waiter or waitress to speak to the class. Ask him or her to bring for each student copies of the guest check used at his or her establishment. Ask this person to explain: --where to write the numbers that tell how many of each thing is wanted on the check. --where to write the numbers which show the cost on the check. --what other math skills are used by waiters and waitresses.
Goal 4.2	28. Help make students aware of the parts of a friendly letter: greeting, body and signature. Use experience chart paper and have the students dictate a thank-you note to the waiter or waitress who spoke to the students in Activity 27 (above).
Goal 4.2	29. Use the pennies from milk break. Have students convert them to nickels, dimes or quarters. Do this every day. Let students take turns being the milk break cashier and reporting the "receipts" to the class.
Goal 4.3	30. When you have the waiter or waitress explain an adult use of money skills, ask this person to tell about the formal or informal training for the job. Have this person use the term before-the-job or on-the-job. Ask how much schooling is required for the job.
Goal 4.4	31. Plan a project where students are part of an assembly line. In this case, the students will use geometric and other shapes to make a collage. Prepare: 30 yellow circles for suns 30 white clouds

31. Continued



30 white triangles for sails

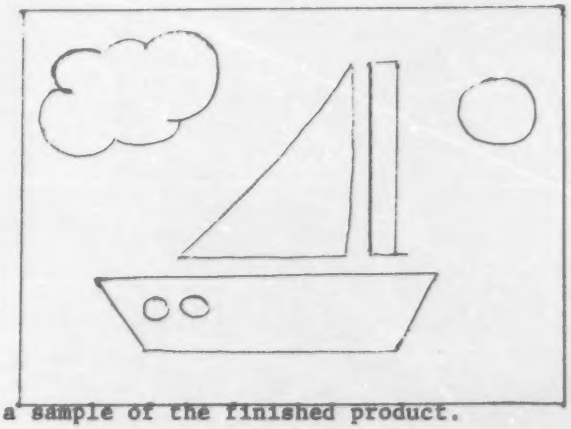
30 gray rectangles for masts

30 red trapezoids for boats

60 black circles for portholes

30 sheets of blue construction paper for the background.

Use the name of each geometric shape as you explain the task.



Above is a sample of the finished product.

Notes

Academic and Vocational Skills

Goal 4.4

Notes

Academic and Vocational Skills

Goal 4.4

31. Continued

Show the students the finished product and the table full of component parts. Have groups of seven students at a time come to the table to work on the assembly line.

Ask some questions when finished related to getting along in work groups. Ask students if they could think of other ways to organize it. Tell them you cut out all the shapes. Ask how to set it up with the students doing both the cutting and pasting.

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SCIENCE ACTIVITIES

Notes

I. Self Knowledge

Self Knowledge

1. In this activity students will use scientific knowledge to grow flowers, which can eventually be used as gifts. Have them plant dwarf marigold seeds in small recycled jars. Baby food or low roundish pickle jars are nice. (Brown jars from B & M Boston Baked Beans are downright decorative!) Have them put small rocks in the bottom for drainage. Have them proceed to plant and care for the seeds. Have them put their names on the jars. In about two months the window sill will be filled with little golden blooms. Then have students help you compile a list of occasions on which flowers are given to friends, acquaintances or relatives. Go through the list and ask them to name people they know who fit into each category.

   Goal 1.1

   After the flowers bloom, they can begin taking them from school with greeting cards they make.

   As time passes review the list of occasions for giving flowers. Ask students to think of others:
   --losing a tooth
   --mastering bike riding
   --getting a cast off
   --a new baby in the family

   Urge those whose flowers remain to think of a reason to give them to someone. Ask the students to tell what happens when people get flowers.

2. Have the students engage in some people watching at the window. Ask them to watch for likenesses in people. Then have them return to their desks and draw a group of people on paper to show likenesses in the people which they observed.

   Goal 1.2

   > If no one passes by on the sidewalk, station the students in a busier spot - by the lavatories or gymnasium.

3. Communicating ideas is an essential interpersonal skill. It is also an essential science skill. The class will be divided into small groups. So prepare a set of paper cups for each group by partially filling with the following:
   Cup 1: plaster of Paris
   Cup 2: powdered sugar
   Cup 3: baking soda
   Cup 4: flour

   Goal 1.3

Notes	
Self Knowledge Goal 1.3	3. Continued Give each group a container of water and a plastic spoon for each cup. Have the students add water and stir the ingredients in each cup. They can feel and smell each ingredient, but should not taste. They may dump a bit of each on paper, smear it and compare. Then they should set the cups aside overnight to dry. They should assemble into small groups again to try to figure out what each powder is. Then have volunteers explain what they did to the powders and what happened. See if they can name the powders and tell why they got this idea.
Goal 1.4	4. Invite a fire fighter to come speak to the class about what fires need to burn: air and fuel. Have this person tell the class about putting out a grease fire with flour at home so it doesn't get any air. Have this person demonstrate how a fire extinguisher puts out fires by suffocating it. Ask this person to talk about preventing fires by not providing a source of fuel; for example, cleaning out trash and refuse.

II. Life Roles, Settings and Events

5. Hatch an egg in an incubator. Invite a hatchery worker to point out the need for temperature control in the incubators. Ask this person to tell how his or her work is important to society.

   Then show students a thermometer. Explain how the red fluid rises when it gets hot and falls when it gets cooler.

   Have students color a duplicated thermometer at 60°. Ask the school's custodial engineer to come and explain his or her use of the thermometer and at what temperature it registers in the school. Have this person tell what he or she does when the temperature reaches below a certain point.

6. Have students name zoo animals and the workers, who can be found there. Have them name animals and describe the care needed. Then ask students to name the pets in the pet store. Also talk about why animals need humans: to groom them, feed them, to care for them and to clean their cages. Then focus students' attention on farm animals.

   Then have students make a mural showing three sections: farm animals, zoo animals and pet store animals. Have students show humans caring for animals: cleaning cages, feeding, grooming, keeping them healthy and making them well.

7. Help students make cottage cheese.

   Cottage Cheese

   1 quart of milk
   1 rennet tablet

   Heat milk to lukewarm. Dissolve rennet tablet in a small amount of the milk. Stir rennet mixture into remaining milk. Let stand in a warm place until set. Drain through a strainer lined with cheesecloth. Bring corners of cloth together and squeeze or drain mixture. Rinse mixture with cold water and drain again. Add a little cream and salt.

   Have a tasting party. Put it on crackers. Then have a dairy worker come explain how cottage cheese is made in a dairy, the food value of it and ways to serve cottage cheese.

Notes

Life Roles, Settings and Events

Goal 2.1

Goal 2.1

Goal 2.1

Notes Life Roles, Settings and Events Goal 2.1	8. Set up a display table of many different things growing from various starts: seeds in dirt, seeds in a couple of washcloths, bulbs in dirt, bulbs in water, plant cuttings rooting in water and so on. After a week or so, stop watering some of the plants including the seeds in one of the washcloths. Then ask the students what all plants need (yes, water!) Ask what happens when plants don't get water. (They stop growing and die.) Have them think about planting a garden. Point out that it takes a lot of work and that the seeds and fertilizer are expensive. The seeds need water to grow. Water comes in the form of rain. Ask them how we can get water to the garden when there is not enough rain and they have to water the fields. Another word that means <u>to water a field</u> is to <u>irrigate</u>. <u>Watering a field</u> means <u>irrigating.</u> Ask volunteers to describe an irrigation apparatus they may have seen. Ask them to imagine hoses and sprinklers large enough to water whole fields, rather than just small gardens. Check the yellow pages of the telephone directory to locate an irrigation firm. See if a representative can come to talk about: --different irrigation methods. --the most popular irrigation system locally. --conditions that favor starting an irrigation business. --conditions that cause their business to decline.
Goal 2.1	9. Have the class brainstorm to name living things on the farm. Write them on the board as the students suggest them or keep a tally of those suggested.
Goal 2.1	10. Make a roadside stand for students to use to sell farm products. Use boxes, boards, signs, plastic fruit and vegetables and toy money. The students can role play growers, owners, clerks, managers, customers and so on. Ask them to pretend there was a dry year or a flood and there are no fruits and vegetables to sell. Ask them to suggest consequences for the various people involved.

11. Ask students to name appliances and machines in their homes which run on electricity. Then have them cut out magazine pictures of such objects and paste them on a large piece of mural paper, which you have captioned Electricity at Home.

    Then ask for a volunteer to tell what they might do without a given appliance at home. Continue until the group has focused on each appliance on the mural paper. Summarize by saying something like, "Without electricity our lives would be different."

12. Explain that keeping records is very important in science. Ask students to think of a daily responsibility that they have at home: feeding a cat, brushing one's teeth and so on. Introduce the days of the week. Duplicate and distribute copies of the following sheet:

NAME	
Sunday	☐
Monday	☐
Tuesday	☐
Wednesday	☐
Thursday	☐
Friday	☐
Saturday	☐

    Make a transparency of it to show students which box to mark to show that they carried out their responsibilities the day before. Display completed sheets on a bulletin board.

13. Have students name different outdoor leisure activities. Then say that some of those are usually done in the summer and some in the winter. Then distribute to students a piece of pale blue construction paper. On this they should draw and color a picture of a winter outdoor leisure activity or winter outdoor "fun." Then distribute pieces of yellow construction paper. On this they would draw pictures of summer outdoor leisure activities or summer outdoor "fun." Ask them if there are any fun activities they can do outdoors in either season (go for walks, hikes and so on).

Notes

Life Roles, Settings and Events

Goal 2.1

Goal 2.2

Goal 2.3

Notes

Life Roles, Settings and Events

Goal 2.3

Goal 2.4

Goal 2.4

14. Teach the game Garden Scamp. The students form a circle and two are chosen for the roles of Gardener and Scamp. The Gardener says, "What are you doing in my garden?" The Scamp replies, "Nothing." The Gardener chases the Scamp within the circle of onlookers. But in so doing, he or she must mimic exactly what the Scamp does. If the Scamp hops, the Gardener must hop and so on. When caught, the Scamp becomes the Gardener. A new Scamp is now selected and the game starts all over.

15. Show a glass of water to the students and present the words ice, snow and rain. Have the students dramatize getting dressed for and walking in these three kinds of weather.

16. This activity will show the students that fingerprints help make us unique and that fingerprints can be used to catch criminals. Have each of the students trace one hand on a piece of paper. They should then make a finger print of each finger and draw lines connecting the fingerprints and fingers. They should then have a friend make his or her fingerprints above the student's own. Have the students use magnifying glasses to compare their own and their friends' fingerprints and signatures.

My Name _____

My Friend's Name _____

Then invite a police officer to explain the use of fingerprints for identification purposes.

III. Life Planning

Notes

Life Planning

17. Relate the five senses to the information gathering that is part of the decision-making process. Divide a large piece of mural paper into five sections and label:

Goal 3.1

Hear	Smell	See	Taste	Touch

Ask the students to find magazine pictures of things they can hear, smell, see, taste and touch and to paste them under the appropriate headings on the mural.

18. Place vinegar, mustard, rubbing alcohol and vanilla in small bottles covered with paper. Have students smell them and try to guess what they are smelling. Introduce the words pleasant and unpleasant and let them categorize the bottles.

Goal 3.1

19. Invite to the class a dog groomer, a pet shop attendant, a Humane Society worker or a veterinarian to present a demonstration on the care and feeding of pets.

Summarize by saying that pets require a lot of care. We should understand this before we decide to get one.

Goal 3.1

20. Have a tasting party at milk break time. Ask the students if they had:
--ever tasted (_____) before.
--decided they didn't like it before trying it.
Explain that their sense of taste gave them information about the food they were tasting.

Goal 3.1

21. Ask the students to paint pictures of a "litterbug." Ask them to describe what a litterbug does. Help them caption their drawings Don't Be A Litterbug and post them around the school.

Goal 3.2

22. Have students draw pictures of a time when they and/or their families had to change their plans. They can fold a sheet of paper in half. On one side they can draw what the planned activity was to have been. On the other side they can draw what it actually was.

Goal 3.3

Notes	IV. Academic and Vocational Skills
Academic and Vocational Skills Goal 4.1	23. Here is a science listening game about farm animals. A student who is "IT" becomes the farmer. The farmer goes to a player and describes an animal. The player then makes the sound of that animal. For example, the farmer might say, "You have four legs, sometimes you are brown and I milk you every day." The player responds by saying, "Moo."
Goal 4.1	24. Take the students on a walk to find buildings or homes made of wood, brick, stucco, blocks and so on. Upon returning to school, have the students choose one of the building materials categories and draw a picture of the building that they saw in that category.
Goal 4.1	25. Show a picture of a lion. Then have students describe its natural habitat. Then tell the following story, having the students pantomime each sentence. Now we are going on a lion hunt. We have to get out of bed and get dressed. Now we are walking through tall grass. Now we are in a thick jungle - look out for all the trees! Now we are walking in deep mud. Here is a river and we have to swim. More deep mud. There are some sleeping elephants, tiptoe quietly, so they won't wake up. Here is a tall cliff to climb. Whew! We are at the top of the cliff. There's a lion! Let's go! Down the cliff. Quietly by the elephants. Through the mud. Swim the river. Through some more mud. Run through the jungle. Here's the grass. Into the house. Climb into bed and under the covers.
Goal 4.2	26. Have a specified period of time each week just before library period when students can show and tell their library books. This will encourage others to read also. Keep a list of all their library books which have foods in them such as Blueberries for Sal and Bobby Bear Finds Maple Sugar. Have students try to find magazine pictures of the foods mentioned in their library books. They could even paste the pictures on a chart under the appropriate food group heading for practice.
Goal 4.2	27. Have a Weather Doll activity center for free time. Students select clothes from the housekeeping area and dress the doll in suitable clothing for the day.

28. Have the students divide into four groups to make up an outdoor game for each of the four seasons. Then they can help you explain the game to the rest of the class.

29. Invite to the class several adults to explain instruments related to the weather:
--barometer
--thermometer
--wind sock
--wind vane
--thermostat

30. If at all possible, let the students have a class pet. This can help them learn not only care of a specific pet, but responsibility and organizing and carrying out classroom projects. They can even figure out a way to earn money to buy the animal. This will surely provide the opportunity for practice in group decision making. If the pet dies, write this in a letter to the parents, explaining it as your opportunity and theirs to talk about death as a fact of life with the youngsters.

Notes

Academic and Vocational Skills

Goal 4.2

Goal 4.3

Goal 4.4

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SOCIAL STUDIES ACTIVITIES

Notes

I. Self Knowledge

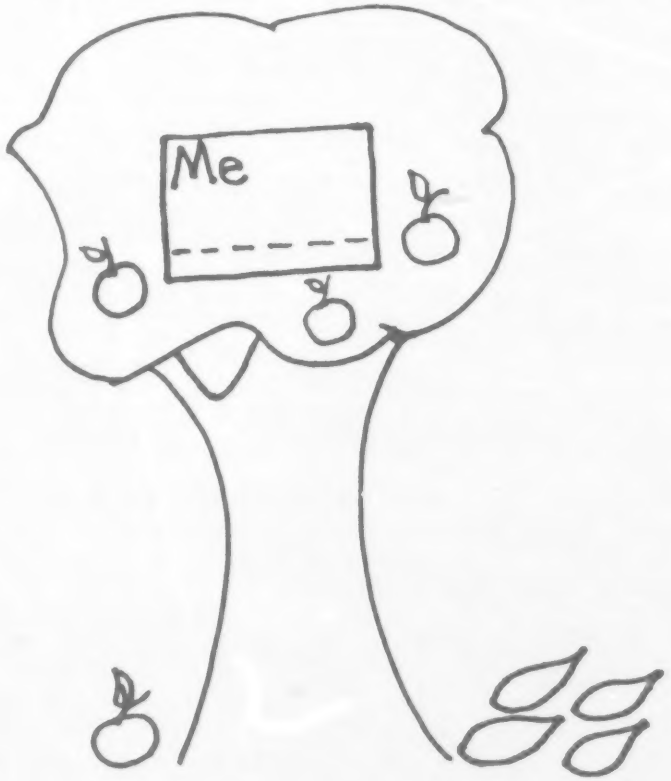
Self Knowledge

1. Ask students to tell about friendly and kind things other children have done to or for them. Then have each student draw a picture showing a friendly thing to do. Let them talk about their pictures with one another in small groups. Then post them in a space which you have captioned Friendly Things To Do.

Goal 1.1

2. Have the students draw pictures on apples and leaves for a "me" tree to show things about themselves. Such pictures could show family members, personal characteristics, likes, dislikes or favorite things. Distribute copies of this or a similar "me" tree:

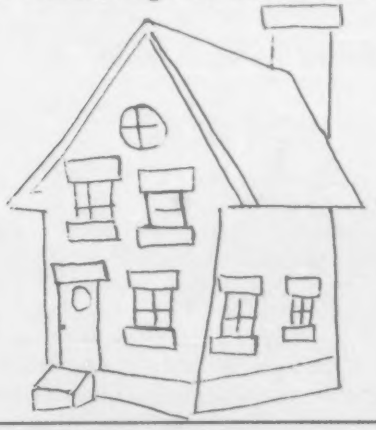
Goal 1.2



3. Caption a bulletin board Student of the Week. Each week a student will be the subject of the bulletin board. With the help of parents, select pictures, clippings, and objects to display. Each student could dictate a few lines about himself or herself to be posted on the bulletin board. You may want to send home a duplicated letter to parents at the beginning of the year. Include the schedule for each student's turn. Ask them to be collecting things and talking

Goal 1.2

Notes	
Self Knowledge	3. Continued about it with their children.
Goal 1.2	
Goal 1.3	4. Students need practice explaining what they want someone to do. Play a game called Making Faces and Noises. Students take turns being "IT". "IT" stands in front of the group and gives a direction for making a face or a noise such as: --clap your hands. --snap your fingers. --stick out your tongue. --click your tongue. --push up your nose. --pull on your ears.
Goal 1.4	5. Ask the students to take about ten giant steps around the room and to return to their seats again. Then say that going from being a four-year-old at home to being a five-year-old at school is like taking a giant step; you really have to try hard. Ask them to share their impressions of the first day of school. Ask them to compare being at home to being at school: how are these settings alike and how are they different? Take the students on a tour of the school to meet all the adults who work there. Arrange to take them into the classrooms to meet the other teachers and to see the students at work. (The students won't mind the interruption! Older students seem to feel warm and protective toward kindergartners!)
Goal 1.4	6. Have the students make a town. Make stores and houses from milk cartons. Label each house with a student's name. When each student learns his or her telephone number, put up a "telephone pole" (use match sticks and clay) by his or her "house." When each student learns his or her address, paste a house number sign on his or her "house."



II. Life Roles, Settings, and Events

7. Ask students why teachers get laid off (enrollment declines). Tell students about your own professional preparation. Invite the specialist teachers to come and introduce themselves and talk about their work. Ask each teacher to prepare an answer to the question, "What things would take away your job?"

8. Have the students use magazine pictures to make a mural showing workers in their community.

9. Caption a bulletin board Parents Work Hard. Have students bring newspaper clippings, magazine pictures and photos of adults working.

10. Have students answer roll call by naming what their parents do at their jobs (or at home). If they do not know, ask them to find out and try again the next day.

> Sometimes parents' unemployment is embarrassing and stressful for students. You may want to be sensitive to this fact and let students name work their parents do in the home.

11. Have students help you make a list of tasks the farmer does to care for his animals. Go back through the list, having them help you circle those tasks which five-year-olds could perform.

12. Have the students help you list all the things they ate for breakfast or lunch. Go back through the list and talk about all the different workers who helped to grow, harvest, transport, sell and prepare the food. Have students select a food and draw pictures of that food being prepared for eating. Challenge them to put them (the pictures) in order and to number them.

13. Invite a police officer or fire fighter to the class to explain:
--their tasks.
--their occupational prepareation.
--what things would take away their jobs.

14. Have students find magazine pictures of things that they need. Help paste these pictures on a chart under the appropriate headings:

Food	Clothing	Home

Notes

Life Roles, Settings and Events

Goal 2.1

Goal 2.1

Goal 2.1

Goal 2.1

Goal 2.1

Goal 2.1

Goal 2.1

Goal 2.1

Notes

Life Roles, Settings and Events

Goal 2.1

15. Have students find pictures of things they have at home. Help them paste them on a chart captioned:

Necessary	Not Necessary

Goal 2.1

16. Have the students sit in a circle and take turns shaking a jar to make butter from cream. Let them eat it on graham crackers.

Goal 2.1

17. Divide a large mural paper thus:

Home Helpers	School Helpers	Community Helpers

Have students find and/or bring magazine pictures of people at work. Help them decide under which heading to paste each picture. This would be an excellent on-going activity for students to do in their spare time.

Goal 2.2

18. Invite the school bus driver to present rules and appropriate behavior for safe bus riding.

Then have students take turns in small groups dramatizing safe and unsafe, good and bad bus manners.

Goal 2.2

19. Make several spinner dials from tongue depressors, brass fasteners and tagboard circles or paper plates.

Divide the class into small groups. Give to each group a spinner dial. The students will spin the dial and pantomime tasks they do at home to help their families provide for their food, clothing or shelter needs.

19. Continued You can then ask students some questions. --What are things all families need? --In what ways are families different? --What kinds of things do families do together? --Why does each member of a family have a job to do? --What do families give one another that you cannot feel or touch with your hands? --Why is it good for families to work together on certain jobs?	Notes Life Roles, Settings and Events Goal 2.2
20. Have students draw and color pictures captioned My Home, My School and My Church.	Goal 2.2
21. Have the students use modeling clay to make their families. These models can be pressed onto cardboard and labeled with the students' names. Clay pressed through a garlic press makes nice "hair" for the figures.	Goal 2.2
22. Have each student make his or her "family portrait" using magazine pictures of people who resemble their own family members.	Goal 2.2
23. Have students pantomime things they can do to be good family helpers: --set the table --help with dishes --make beds --pick up toys --hang up clothing --care for pets --bring in the newspaper --get the mail	Goal 2.2
24. Invite several generations of family members to speak to the students about their day's activities.	Goal 2.2
25. Have the students draw a picture about one or all the following topics: --What someone in my family did for me this week --Something I really need from my family --Something I can give to, share with or do for my family today Divide the students into small groups for sharing. After students have had a chance to explain their drawings you may want to have a discussion. Include some or all of the following: --How do you show your love for the people in your family? --How would you describe your family to someone else? --Share a time you felt left out. --Who do you think is the most loving member of your family?	Goal 2.2

Notes	
Life Roles, Settings and Events Goal 2.2	25. Continued --Who, in your family, do you have the most difficulty communicating with? --How would you like to change your family to make it better? --How do you feel about the rules in your family? --What family holiday experience has left pleasant memories? --Name something you enjoy doing with your family. --When you feel sad, what is the best thing someone can do for you?
Goal 2.2	26. Students may draw faces of their family members on paper plates. They can be strung together in family groups.
Goal 2.2	27. Have students draw pictures of responsibilities they have at home. Share pictures and explanations of them with the other students. Ask questions such as: --Do you enjoy doing your work? --What happens if you don't do it, or if you do a poor job? --How do you feel if you do a good job? --Do your younger brothers or sisters have the same responsibilities as you? Why? --What's your reward for doing a good job?
Goal 2.2	28. Ask each student to draw a picture of school work that he or she especially enjoys and to explain it to others in small groups.
Goal 2.2	29. Invite five or six parents to come speak about one job in the home they are especially fond of doing.
Goal 2.3	30. Take walking field trips to recreation facilities in your area. Find out such things as hours, costs, supervision, age requirements, rules and so on.

31. Have students bring maps, postcards and memorabilia from family vacations. Make a display and let the contributors explain their objects. Point out that families spend vacations in ways other than traveling. Let students prepare a display showing this also. Examples might be painting the house, visiting relatives, having house guests and simply relaxing at home.	Notes Life Roles, Settings and Events Goal 2.3
32. Have students play Charades to show how parents spend their leisure time.	Goal 2.3
33. Invite to the class local business and professional people who deal with recreation.	Goal 2.3
34. Have a talent show put on by older students. They can come and do what they feel they do best.	Goal 2.3
35. Set aside time for students to bring and explain their favorite party games: Old Maid, Candyland, Checkers, Tiddlywinks and so on. Let the students spend an hour playing the games with each other. Let them each bring a nutritious snack from home. Or bring your popcorn popper and make popcorn. Dentists tell us popcorn is an excellent snack food because it does not cling to the teeth nor does it contain sugar.	Goal 2.3
36. Invite an older student, active in 4-H to come speak about his or her involvement in 4-H. You could do the same thing for Scouting.	Goal 2.3
37. Take several walking field trips in the neighborhood to help make students aware of the different occupations there. After the last trip, let the class prepare a scrapbook or mural captioned People in My Neighborhood. Teach them the Sesame Street song of the same name.	Goal 2.4
38. When you study transportation, classify the vehicles by those that go on land, in the water or in the air. Then focus on the workers in each group who operate the vehicles.	Goal 2.4
39. Collect and mount pictures of workers' tools. For example, you might use pictures of a stethoscope, thermometer, wrench, nightstick, whistle, rake, order pad, pencil, tray, and bat. Turn five pictures face down. Give one each to five students. Give them the opportunity to show their pictures to other students in the class. Direct the class members to	Goal 2.4

Notes	
Life Roles, Settings and Events	39. Continued
Goal 2.4	name as many occupations as they can think of whose workers would use the tool. The student with the pictures must decide if the answers are correct. A list of occupations can be written on the blackboard.
Goal 2.4	40. On a trip to the grocery store, have students pay particular attention to the tools and equipment used by each worker. List these on the board. Have students choose a tool and draw or pantomime a worker using it.
Goal 2.4	41. Arrange pictures of workers on the chalk tray. Students will be asked to classify them as: people who work at night, people who wear uniforms, people who work indoors, people who work outdoors, people who drive vehicles and so on.
Goal 2.4	42. Have the students play the game, Who Am I? Pin the name or picture of occupation on the back of a student who is "IT." Another student gives clues while "IT" tries to guess the occupation.
Goal 2.4	43. Ask the students to paint a mural captioned Helpers Who Come to Our House. Then ask students how we get these helpers to come to our homes and why they come.
Goal 2.4	44. Invite to the class farmers whose main products are different. Ask them to tell about their farming operations. They might be divided into these categories: dairy, chicken, horse and food.
Goal 2.4	45. Have the class write a letter and mail it to themselves. They can walk it to the Post Office and watch it get processed.
Goal 2.4	46. Watch the milk carrier deliver milk to school. Ask this person to briefly describe his or her day.
Goal 2.4	47. Give the students some clues about an occupation. Have them try to guess the "riddle" when you finish.
Goal 2.4	48. Have students pantomime their parents' occupations. Those watching can try to guess what they are.
Goal 2.4	49. Have students bring toy farm animals and equipment from home. Help the students make a model farm. you could divide the class into small groups and have each group make one.

50. Have each student draw a picture showing his or her parents' occupations. You can use felt-tipped pen to write the captions on the pictures. Hang them all on a space which you have captioned Parents at Work.

Notes

Life Roles, Settings and Events

Goal 2.4

Notes	III. Life Planning
Life Planning Goal 3.1	51. Call students' attention to the room helpers chart. Ask students to suggest possible consequences for: --Johnny's forgetting to pass crackers. --Susie's forgetting to water the plants. --Teacher's forgetting to come to school.
Goal 3.1	52. Give students three small squares of paper. On one, they will draw a dog; on another, a cat; on the last, a bird. Then ask them to think about owning a pet. Have them lay out the picture which shows their first choice for a pet. Then have them lay their second choice under that. Then their third choice under that. Duplicate and distribute copies of the following worksheet: Tell the students that they have placed these choices in rank order. At this point they may be changing their minds about their first choices. Allow them to do so - we all do this in making some of our decisions. Tell them that when they have decided, they can paste their pet pictures down in the appropriate squares.
Goal 3.1	53. Have students paint pictures of pets they would like to have. If time allows, papier-mache animals can be made from cereal and oatmeal boxes painted and trimmed with buttons, yarn and pipe cleaners for whiskers. Be sure each student gets a chance to explain why he or she chose this particular animal.
Goal 3.2	54. Invite a farmer or veterinarian to visit the classroom. Ask him or her to bring a baby chick or baby pig and to explain what has to be done to raise the animal. Be sure the students get to ask questions of this resource person. Have him or her tell how often the feeding and care-giving has to take place. Ask this person to explain the rewards of raising this kind of animal: --food source

54. Continued

--can win prizes by entering the animal in competition
--can sell it for money
--satisfaction from a job well done
--learning new things

Notes

Life Planning

Goal 3.2

55. Take the students to a construction site so they can see workers who build things. When they return to the classroom, have them draw pictures of tools, machines and equipment these workers were using. Help them label their drawings. Ask them to find out from their parents or other adults how the tools, machines and equipment work.

Goal 3.2

56. Invite to the class a senior citizen to explain what life was like for him or her as a child.

You might also have this person compare methods of food preservation then and now. Ask the speaker to name some events that have caused these changes to occur.

Goal 3.3

57. Duplicate and distribute copies of a letter to parents asking their cooperation in initialing a box each day for a week when the student has completed a task at home. Ask them to return the paper at the end of the week.

Goal 3.4

My job is _____

_____ _____.

	Sunday
	Monday
	Tuesday
	Wednedsay
	Thursday
	Friday
	Saturday

Explain that you want them to take the paper home and do a job every day for a week. Each day when the job is done Mother or Father should initial the little box beside that day. Tell them to bring the paper back in a week.

Then ask:
--Was this a new task or an old one?

Notes

Life Planning

Goal 3.4

57. Continued

--Did you ask for help?
--Who helped you learn to do it?
--How did you feel when you finished?

IV. Academic and Vocational Skills

58. Have the students cut from magazines many different pictures of foods. Collect the pictures in one big pile. Then post a mural paper showing the various categories in the supermarket as headings:

Bakery	Produce	Meats	Frozen Foods

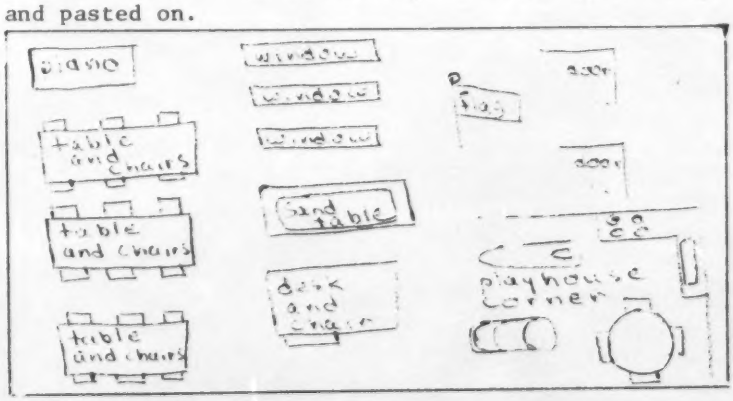
Dairy Products	Baking Supplies	Baby Things	Jellies & Pickles

Snack Foods	Candy	Cosmetics	Soaps

Cleaning Supplies

Paste on one example under each heading. Let the students practice categorizing. They can take a picture from the pile and paste it under the appropriate heading. This might be an excellent independent activity for use in spare time.

59. Arrange the students in small groups. Have them make a map of the kindergarten room. You might give them a duplicated sheet which shows the furnishings in the room. The students will then need to label a 12 X 18 drawing paper North, South, East and West. The furnishings can then be cut out and pasted on.



Notes

Academic and Vocational Skills

Goal 4.1

Goal 4.2

Notes Academic and Vocational Skills	
Goal 4.2	60. Display the globe. Explain that it is a map of the world. Show the students where they live on the globe. Ask volunteers to describe the shape of the earth and to name other objects which are the same shape. Say that long ago, people thought the earth was flat. Roll a toy car across the table to show what would happen if the earth <u>were</u> flat.
Goal 4.2	61. Get a copy of the kindergarten bus route map. Use a pin to indicate where each bus rider in the room lives. Ask why the bus driver needs a map when he or she first starts the new bus route.
Goal 4.2	62. Let students work in pairs to make maps of a farm. Have them show such things as: --pasture --grain field --corn field --trees --blackberry thickets --orchard --garden --house --barn --barnyard --chicken house --machine shed --road --mailbox --driveway
Goal 4.2	63. Ask parents to send cancelled U. S. postage stamps to school with the students. Have them tell students the states from which the letters came. Display these by pinning them on the states of a large outline map of the United States.
Goal 4.3	64. The work of many people involves measurement. Introduce the 12-inch ruler as "Mr. One Foot." Say that everything in the room as tall or as long as the ruler is one foot tall. Introduce the yard stick as "Mr. Yard Stick." Have students find out how many Mr. One Foots must stand on top of each other to be as tall as Mr. Yard Stick.
Goal 4.4	65. Help students learn the skill of taking turns. At the beginning of each day have them sit in a large circle on the floor. They are to <u>take turns</u> showing objects or telling incidents. Start in one place each day and move in the same direction around the circle.

66.	Explain an assembly line. Using Tinker Toys, have the students make "dogs" in small groups.	Notes Academic and Vocational Skills Goal 4.4
67.	Have the students draw pictures of something they like to do and something they do not like to do. Let them share their pictures in small sharing circles. Summarize thus: "Different people like different things."	Goal 4.4
68.	Have the students plan a circus for their parents and other students. They can make tickets and set up chairs to form a circus ring. Vendors can sell simple refreshments: popcorn, lemonade, cookies or animal crackers. Some of the acts can be ball skills, a dog show, tricks, clowns, dancers and "wild animals." Stress the fact that in a circus, many people work together. Ask students to suggest other situations where people work together.	Goal 4.4
69.	Assign pairs of students to help each other for a week. They can work, play and eat together and so on. At the end of the week, ask the students what they learned from each other.	Goal 4.4

Introduction
Fine Arts Activities
Guidance Activities
Health and Physical Education Activities
Language Arts Activities
Mathematics Activities
Science Activities
Social Studies Activities
Appendices

APPENDIX A

TEACHING POINTS FOR LEARNING AREA
OF
SELF KNOWLEDGE
(ELEMENTARY)

Mo.	C.E.D.S. Goal	Teaching Points
1.1	Friendship	--getting along with peers in play --understanding others' feelings --making friends easily --making friends with adults
1.2	Personal characteristics affect interpersonal relationships	--knowing what others like about me --knowing that I am an important member of my class --knowing why some people don't like me --knowing what gets me into trouble
1.3	Open communication	--talking to others about things that bother me --talking to my teacher as a friend --explaining my ideas to others --letting others know when I feel left out
1.4	Functioning in a variety of situations	--losing without becoming discouraged --reading or talking before a group without being afraid --not worrying --knowing what to do when teased

APPENDIX B

TEACHING POINTS FOR LEARNING AREA OF LIFE ROLES, SETTINGS AND EVENTS

(ELEMENTARY)

Mo. C.E.D.S. Goal	Teaching Points
2.1 Importance of occupations	--understanding how job choices determine how people live --understanding the importance of all workers to our community --knowing the major industries, products and services in my community --knowing what things create or take away jobs
2.2 The interrelationship of roles	--knowing the kind of work parents and teachers expect of me --understanding how I am a part of my community --contributing to group work --completing family duties assigned me
2.3 Leisure time	--knowing the many kinds of hobbies and sports kids can learn --having hobbies I will enjoy throughout life --getting physical exercise through bicycling, swimming or other activities --belonging to clubs or after-school group activities
2.4 Characteristics of various occupations	--knowing what people in my neighborhood do at their jobs --understanding why people choose different jobs --knowing advantages and disadvantages of various jobs --knowing kinds of work different jobs require

APPENDIX C

TEACHING POINTS FOR LEARNING AREA OF LIFE PLANNING

(ELEMENTARY)

Mo. C.E.D.S. Goal	Teaching Points
3.1 Decision making	--getting other kids' ideas in planning --knowing steps in decision making --helping make family decisions --participating in classroom decisions
3.2 Planning	--making plans for my future --practicing in order to achieve --knowing how to study for tests --planning my work so it is done on time
3.3 Flexibility in planning	--knowing when changes in my plans are needed --thinking about different solutions before solving a problem --adjusting to new schools and neighborhoods --studying all suggestions when helping plan a class party or project
3.4 Assuming responsibility for own planning	--planning my "free" time at school --planning for parties or friends visits --planning my weekends --planning for junior high school

APPENDIX D

TEACHING POINTS FOR LEARNING AREA OF ACADEMIC AND VOCATIONAL SKILLS

(ELEMENTARY)

Mo. C.E.D.S. Goal	Teaching Points
4.1 Functioning to capacity in basic skill areas	--knowing the basic mathematics facts well --knowing how to read for main ideas --practicing and listening --using punctuation and grammar in writing
4.2 Applying what is learned in school	--using reading skills to enjoy books, magazines and newspapers --using the basic mathematics facts when shopping --writing friendly and business letters --finding information from maps, the dictionary and encyclopedias
4.3 Educational prerequisites of occupations	--knowing what job training is taught in high school --knowing what subjects are taught in junior high school --knowing kinds of jobs which require on-the-job training --knowing how the amount of education needed for various jobs varies
4.4 Pre-employment skills	--practicing good grooming and health habits --getting along in classroom work groups --accepting helpful suggestions --knowing how to help organize classroom project